

5th Reading Workshop Unit 1A: Launching and Analyzing Theme (Weeks 1-6)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1A: Building a Reading Life & Analyzing Themes

Unit Rationale

The Launching Unit is the first unit of 5th grade. This unit lays the groundwork for the rest of the 5th grade units. It review procedures, routines, expectations, and strategies that have been taught in previous years of Reader's Workshop, especially 4th grade .This unit is designed to allow students to engage in meaningful reading and writing in both fiction and nonfiction. Students will learn the foundational skills needed to engage with text at a deeper level, interpreting the author's messages in order to make meaning and support their thinking with text evidence. Students will apply this kind of higher-level thinking in writing about reading.

As fifth grade expectations and standards are heavy in writing about reading, this unit emphasizes the importance of writing longer and stronger. It also reviews lifting a line, using and citing text evidence in reading responses, important fifth grade standards. In an effort to explicitly teach students how to craft a response to reading, this unit explicitly teaches students to utilize rubrics. Alongside all of this work, students will also participate in meaningful conversations about literature, informational texts and their writing experiences. Basic grammatical structures, grade level specific vocabulary and spelling will be utilized to support all speaking and writing work done throughout this module. This unit touches upon theme and character, also fifth grade standards. Overall, this unit introduces students to the type of reading work that they will encounter in 5th grade and going forward.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions

- Why are procedures and routines important to a successful Reader's Workshop?
- How do readers choose from their toolbox of fiction strategies to expand on the reactions they had while reading so they can participate in various discussions?
- How do readers select appropriate and preferred strategies to write longer and stronger responses about their reading?
- How do readers raise the level of their thinking, writing, and talking about literature by using strategies?
- How do readers turn texts inside out to explore themes by selecting appropriate and preferred strategies?
- How can readers use rubrics to guide responses to reading?

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a

member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Pre-Assessments

Instructional Plan

[Unit 1, Module A: Building a Reading Life & Analyzing Themes](#)

[5th Reader's Workshop Unit 1: Launching LESSONS](#)

[Elementary Balanced Literacy Drive](#)

[Reading Progressions](#)

Discussions

Student Learning Intentions

1 Today I will learn to engage in a teacher-led discussion with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly

2 Today I will learn to engage in a one-on-one discussion with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly

3 Today I will learn to follow agreed-upon rules for discussions

4 Today I will learn to carry out assigned roles for discussions

5 Today I will learn to engage in a group discussion with diverse partners on grade.

I Can Statements

I can... discuss my reading with a group.

I can... discuss my reading with a partner.

I can... follow discussion rules.

I can... carry out my role in a group.

I can... engage in any group discussion.

Instructional Strategies and Activities

“Listen and Respond”

“Say Back What You Heard”

“Partner Menu”

“Super Starter Jots”

“Conversation Cooperation”

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Making Connections

Student Learning Intentions

Today I will learn to explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

I Can Statements

I can... make connections between texts and other materials.

Instructional Strategies and Activities

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Key Details

Student Learning Intentions

1 Today I will learn to determine the key details in a story, drama, or poem

2 Today I will learn to use key details to summarize a text

3 Today I will learn to identify the theme using key details

I Can Statements

I can... determine key details in a text.

I can... use key details when I summarize.

I can... use key details to identify a theme.

Instructional Strategies and Activities

“Retell What’s Most Important by Making Connections to the Problem” - 5.11

“Angled Summaries” - 5.12

“Somebody...Wanted...But...So...” - 5.16

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Independent entries in Reading Notebook

Conferencing Feedback and Notes

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Quotes

Student Learning Intentions

1 Today I will learn to quote accurately from the text and make connections when I am explaining what a text says

2 Today I will learn to quote accurately from a text to support inferences

I Can Statements

I can... use a quote to help me explain a text.

I can... use a quote to support an inference.

Instructional Strategies and Activities

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Graphic Organizers

Lift a Line

RACE

Formative Assessments

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Independent RACE Response

Independent Writing About Reading Responses

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the

instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L

Language

ELA.L.RF

Foundational Skills: Reading Language

Phonics and Word Recognition

ELA.L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
	Fluency
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
ELA.L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.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.
ELA.L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELA.L.VL.5.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
ELA.L.VI.5.3.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
ELA.R	Reading
ELA.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.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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).
ELA.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.
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELA.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.
ELA.RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
ELA.RL.MF.5.6	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).
ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
ELA.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.
ELA.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.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.
ELA.SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
ELA.SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.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.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI	Creativity and Innovation
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.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.IML	Information and Media Literacy
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Different digital tools have different purposes.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Integration of Computer Science and Design Thinking

CS.3-5.IC	Impacts of Computing
CS.3-5.ITH	Interaction of Technology and Humans
	Data can be organized, displayed, and presented to highlight relationships.

Interdisciplinary Connections: NJSL Standards for ELA, Social Studies, Science and/or Math

ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
	History, Culture, and Perspectives: Understanding Perspectives
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.