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| **Grade 5****Unit Overview*****Interpretation Book Clubs: Analyzing Themes*** |
| **Focus Teaching Points** | *Thinking, talking and writing about reading:** Setting personal goals for independent reading
* Writing well about reading
* Reading closely to develop ideas and gain new insights
* Considering the narrator’s perspective and its effect on the story told
* Learning to think analytically
* Revising writing about reading
* Noticing significance in texts to develop deeper meaning
* Developing theories or interpretations by considering characters’ problems and lessons learned
* Constructing more than one interpretation from a text
* Supporting themes with text evidence
* Deeping theories and interpretations through conversation and debate with others, linking ideas together, and close reading through lenses
* Considering the effect of book clubs on readers’ thinking
* Comparing and contrasting themes across texts
* Revising ideas about themes while reading
* Developing and revising ideas about theme by comparing characters’ connections to a theme, considering the impact of author’s choices on the theme, and analyzing the effect of the author’s choices on specific parts of a text
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *1, 2, 3, 4, 5, 6, 7, 9, 10*

***Reading Standards: Foundational Skills (RF)**** *3, 3a-3f, 4, 4a-4c*

***Speaking and Listening Standards (SL)**** *1, 1a-d, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 3, 4, 5, 6*
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| **Recommended Professional Resource(s) to Guide Instruction** | * *Interpretation Book Clubs: Analyzing Themes*, Unit 1 from the *Units of Study for Teaching Reading, Grade 5* by Calkins and Marron, 2015
* Online resources at [Heinemann.com](http://heinemann.com/). A variety of resources to accompany this and the other Grade 5 Units of Study for Teaching Reading are available online through Heinemann.  To access and download this information, you will first need to set up a free account.  **Directions are available on page xiv of *Interpretation Book Clubs.***
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| **Bends in the Road** | * Writing about reading with voice and investment
* Raising the level of writing and talking about literature
* Thematic text sets: turning texts inside out
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| **Recommended Anchor/Mentor Texts** | * *Home of the Brave* by Katherine Applegate is recommended as a mentor text by the authors of *Interpretation Book Clubs: Analyzing Themes* .
* You will find recommendations and descriptions of mentor texts for this unit at the following [link](http://ppsgrade5.weebly.com/mentor-texts2.html) on our literacy coach web site. You can create a mini-text set based on a selection of these texts or others.
* [Storia](http://www.scholastic.com/storia-school/) will be a helpful resource in providing digital book collections for students. Please see your Literacy Coach or Consulting Teacher of Literacy to set up an account if you do not already have one.
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| **Tips for the Unit** | *“It’s an easy job to tell young readers what the ideas are in a novel. It’s easy to tell them a theme and have them find evidence for that theme in a text. It’s easy, that is, to hand over a piece of literature as content to your students and have them hunt and peck for answers to questions you devise. It is much more challenging to teach young people to think for themselves.” –Lucy Calkins** This unit is written for the first days of school, and should begin right away. The first bend focuses on beginning the reading workshop with rigor and with an expectation for writing about reading. Since students in our schools are accustomed to the habits of a reading workshop, expect to begin teaching this unit the first few days of school. The “Orientation to the Unit” (pages vi – xiv) is very helpful in understanding the big picture of the unit and the important learning of each bend.
* As your students read within their texts, remind them to think **from the beginning**, not the end, “What *could* this book be teaching me about life?”
* If students name theme in one word, such as “Friendship,” prompt students by asking, “What is the author trying to teach us about friendship?” Then, as students compare and contrast texts, follow-up with, “How is what *this* author is saying about friendship similar or different from what *that* author is saying?”
* Support your students in finding evidence for theme not in just one section, but **across the text.**
* Use the unit’s student rubrics and learning progressions that support student growth and track progress toward the end-of-year grade level standards. These materials are found in the *Reading* Pathways book found in your *Units of Study for Teaching Reading* box and on the Heinemann.com online resources.
* Unit 1 in the Writing Workshop is focused on writing narratives. We suggest finding a few opportunities during this month and a half to teach students how to use their knowledge of narrative writing to write scenes connected to their reading workshop texts. It is very helpful to use your reading workshop mentor text to teach students how to rewrite a scene from another perspective, to write a new ending, or to write the next chapter of the text. There are many possibilities for integrating narrative writing with this reading workshop unit, and your Literacy Coach and CTL would be happy to work with you!
* The thinking in this *Interpretation Book Clubs* unit will support students in the later *Literary Essay* unit in the Writing Workshop. In this unit, students will have the opportunity to develop their thinking about texts and write shorter representations of that thinking before developing longer written pieces connected to reading in the *Literary Essay* unit.
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| **Assessment** | * We recommend that you use the pre-assessment provided with the unit as is or modify it to fit your needs. **The assessments are described on pages xii and xiii in the Interpretation Book Clubs book.** The suggested time for administering this pre-assessment is listed in the table of contents for the unit.
* The unit’s post-assessment is one of the required assessments for all fifth graders in the Plymouth Public Schools. The window for this assessment will be in mid-October, with more details coming in September. See the Grade 5 [Assessment Expectations](http://www.ppsliteracycoachconnect.com/assessment-expectations-k-5.html) for the list of required assessments.
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| **Celebrations** | * For the celebratory end to the month’s work, you may want to break up book clubs and create new groups with six or seven students in each for “literary salons”—an age-old forum to discuss books and share ideas with one another. The structure and guidance you provide will depend on the individuals within your class. You may leave discussions open, simply suggesting that the members of the temporary clubs discuss the ideas in the books that they read and their thoughts with one another. For those who need a bit more guidance, you may suggest mini book talks in which members share their books, describing what the author of one of their selected books tried to accomplish in terms of character, plot or theme.
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