Grade 5 Unit 1 –Interpretation Book Clubs   *Reading Workshop: Sept./Oct.*

Unit Overview

This unit goes for the gold, teaching students the best of what it means to read literature and conveying that this is a time for intellectual independence. In the first part of the unit, you'll teach students strategies to lift the level of their writing about reading. You'll remind them to draw on a repertoire of ways for reading closely, alert to how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidenced-based theories. Then, each reading club will work with a novel that has nuanced characters and multiple subplots. You'll ask, "What might this book really be about?" After students name the most important thing a text teaches, you'll prompt them to think of others, considering more than one overarching theme and weighing which details best support each theme and which theme is most important in a story. You'll teach students to read analytically and notice how different authors develop the same theme and to compare and contrast texts that develop a similar theme. When students step back from a text and think, "How does this part contribute to the whole text?" or "Why the author might have done this?" the payoff is immense, both in reading and in their own writing.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 5 Book 1.

Overarching Standards Aligning with Grade 5 Unit 1, *Interpretation Book Clubs*			
Session	**Writing Standards**	**Reading Standards**	**Speaking & Listening Standards** / **Language Standards**
1	W.5.1, W.5.2, W.5.3, W.5.10	RL.5.10, RI.5.10, RF.5.4	SL.5.1, SL.5.6 / L.5.1, L.5.2, L.5.3
2	**W.5.1, W.5.2, W.5.4, W.5.9**, W.5.10	RL.5.2, **RL.5.10**, RI.5.2, **RI.5.10**, **RF.5.3, RF.5.4**	SL.5.1, SL.5.2 / L.5.1, L.5.2, L.5.3
3	W.5.1, W.5.2, W.5.4, **W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7**, RL.5.10	SL.5.1, SL.5.2, SL.5.4 / L.5.1, L.5.2, L.5.3
4	W.5.1, W.5.2, W.5.4, **W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3, RL.5.4**, RL.5.5, RL.5.10	SL.5.1, SL.5.2, SL.5.4 / L.5.1, L.5.2, L.5.3, L.5.6
5	W.5.1, W.5.2, W.5.4, **W.5.9.a**, W.5.10	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, **RL.5.6**	SL.5.1 / L.5.1, L.5.2, L.5.3, L.5.5
6	W.5.1, W.5.2, W.5.4, **W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5**, RL.5.6, RL.5.7	SL.5.1, SL.5.4 / L.5.1, L.5.2, L.5.3
7	W.5.1, W.5.2, W.5.4, W.5.5, **W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3**, RL.5.4, **RL.5.5**, RL.5.6, RL.5.10	SL.5.1, **SL5.4** / L.5.1, L.5.2, L.5.3, L.5.6
8	W.5.1, W.5.2, W.5.3, **W.5.4, W.5.5, W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3**, RL.5.5	**SL.5.1** / L.5.1, L.5.2, L.5.3, L.5.6
9	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**, W.5.10	**RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5**, RL.5.10	**SL.5.1, SL.5.2, SL.5.4, SL.5.6** / L.5.1, L.5.2, L.5.3, L.5.6
10	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**,	RL.5.1, **RL.5.2, RL.5.3**, RL.5.5, RL.5.6	**SL.5.1, SL.5.2**, SL.5.4 / L.5.1, L.5.2, L.5.3
11	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**, W.5.10	RL.5.1, **RL.5.2**, RL.5.3, **RL.5.4, RL.5.5**, RL.5.10	**SL.5.1, SL.5.4**, SL.5.6 / L.5.1, L.5.2, L.5.3, L.5.4, L.5.6
12	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	RL.5.1, **RL.5.2, RL.5.3**, RL.5.4, **RL.5.5**, RL.5.10	**SL.5.1, SL.5.2**, SL.5.4 / L.5.1, L.5.2, L.5.3, L.5.6
13	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2, RL.5.3, RL.5.4**, RL.5.5, RL.5.10	**SL.5.1**, SL.5.2, **SL.5.4** / L.5.1, L.5.2, L.5.3, L.5.6
14	**W.5.1, W.5.2**, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2**, RL.5.3, RL.5.4, RL.5.5, RL.5.6	SL.5.1, SL.5.4, SL.5.6 / L.5.1, L.5.2, L.5.3, L.5.6
15	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2, RL.5.3**, RL.5.4, RL.5.5, **RL.5.9**	SL.5.1, SL.5.3, SL.5.4, SL.5.6 / L.5.1, L.5.2, L.5.3, L.5.6
16	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2, RL.5.3**, RL.5.5, **RL.5.9**	**SL.5.1**, SL.5.2, **SL.5.4** / L.5.1, L.5.2, L.5.3, L.5.6
17	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9**, RL.5.10	SL.5.1, SL.5.2, SL.5.4 / L.5.1, L.5.2, L.5.3, L.5.6
18	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	**RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7**,	SL.5.1, **SL.5.4** / L.5.1, L.5.2, L.5.3, L.5.4
19	W.5.1, W.5.2, **W.5.3**, W.5.4, W.5.9.a	**RL.5.1, RL.5.2, RL.5.3, RL.5.4**, RL.5.5, **RL.5.6, RL.5.9**	SL.5.1 / L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6
20	W.5.1, W.5.2, W.5.3, W.5.4, **W.5.9.a**	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, **RL.5.6**	**SL.5.1**, SL.5.2, **SL.5.4, SL.5.6** / L.5.1, L.5.2, L.5.3, L.5.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 5 Unit 1, *Interpretation Book Clubs*			
Session	**Writing Standards**	**Reading Standards**	**Speaking & Listening Standards**
2	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.5.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	
3	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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). 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. 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. 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).	

4	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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). 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.	
5	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	
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		or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 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.	
8	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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).	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.
9	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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). 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. 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.	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. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 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. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
10	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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).	SL.5.1Engage 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.5.2 Summarize a written text read aloud or information presented in diverse media and

			formats, including visually, quantitatively, and orally.
11	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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. 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.	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. 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.
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14	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from	

		details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
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16	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 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). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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. 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.
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		influences how events are described.	
		RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
18	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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).

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.

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.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

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). | **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.** |
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RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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20	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	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. 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. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Enduring Understandings	Essential Questions	Performance Expectations
- Authors use characters to change the perspective of their story. - Book clubs elevate the level of reading, thinking, and conversations about books. - Readers analyze a literary text by studying the author's goals. - Readers can debate different viewpoints of a story and support it with evidence to persuade the others. - Readers use different lenses as they revisit a text in order to gain new ideas and insights - Readers who write about their reading are extra alert, seeing more in their books . - Reading with others helps people to notice more about a story. - Sophisticated readers always consider the theme as they read, comparing and contrasting themes across different texts. - To become a better reader you need to read more complex novels and think in more complex ways.	- How might an author set up a story in a specific way to highlight a particular theme? - What does it mean to write well about reading? - How does the narrator's voice affect the perspective of a story? - How do book clubs change the way we read a story?	- Compare and contrast the ways themes are developed across texts. - Explain how themes change in a story, allowing for new ideas and new interpretation. - Read interpretively by using ideas as lenses, finding and weighing evidence, and settling on the most significant theme. - Set goals to strengthen their talk about books. - Think and write analytically about reading.
Suggested Strategies	**Suggested Differentiation Methods**	**Suggested Materials/Resources**
Create and refer to anchor charts.	*The design of reading workshop allows for individualized instruction and independent*	Mentor Text & Read-Aloud

• Study pages from exemplar reader's notebooks.
 	
• Provide and present mentor texts as models.
 	
• Teach the Work of Readers Charts.
 	
• Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.
 	
• Model (Talk Aloud) the strategies good readers use.
 	
• Model, provide, and use a reader's notebook.
 	
• Tap, sketch, or jot across a story as a way of retaining information and details.
 	
• Study book introductions and endings.
 	
• Practice creating mental movies as you read.
 	
• Investigate figurative language and descriptive vocabulary and how authors use them.
 	
• Turn and Talk the dialogue in a story to bring the characters' feelings alive.
 	
• Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.
 	
• Provide checklists and reading progressions to assess and develop on-going reading goals.
	growth for every child.
	
	• Provide leveled books appropriate for all reading levels
	
	• Provide support as needed through conferencing
	
	• Provide support as needed through strategy groups
	
	• Provide support as needed through guided reading groups
	
	• Provide individualized copies of teaching charts
	
	• Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
	
	• Scaffold or stretch learning through the use of various strategies
	
	• Provide appropriate reading partners
		• See Reading Units Grade 5 Book 1.
		
		UNIT 1: Interpretation Book Clubs
		Demonstration Texts
		
		   • Home of the Brave by Katherine Applegate (Macmillan)
		
		   • Fly Away Home by Eve Bunting (Houghton Mifflin Harcourt)
		
		Read-Aloud Texts
		
		   • Home of the Brave by Katherine Applegate (Macmillan)
		
		   • Fly Away Home by Eve Bunting (Houghton Mifflin Harcourt)
		
		   • "Dreams" by Langston Hughes from The Collected Poems of Langston Hughes (Random House)
		
		Suggested Texts
		
		   • Bud, Not Buddy by Christopher Paul Curtis (Random House)
		
		   • Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)
		
		   • My Name is María Isabel by Alma Flor Ada (Simon & Schuster)

● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter. ● Write long about reading. ● Practice alternating the speed a text is read to reflect tone and mood. ● Plan to celebrate the conclusion of classroom reading projects. ● Use technology in the reading classroom; for example digital journals.		● Out of the Dust by Karen Hesse (Scholastic) ● Bridge to Terabithia by Katherine Paterson (HarperCollins) ● Esperanza Rising by Pam Muñoz Ryan (Scholastic) ● Wringer by Jerry Spinelli (HarperCollins) ● Charlotte's Web by E. B. White (HarperCollins) Other Resources ● The Literary Essay by Lucy Calkins, Kathleen Tolan, and Alexandra Marron, from Units of Study in Opinion, Information, and Narrative Writing ● The Research-Based Argument Essay by Lucy Calkins, Mary Ehrenworth, and Annie Taranto, from Units of Study in Opinion, Information, and Narrative Writing ● Visible Learning by John Hattie (Taylor & Francis) ● Understanding by Design by Grant Wiggins (Association for Supervision and Curriculum Development)

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	**Formative Assessments**	**Summative Assessments**
● Running Records ● Spelling Inventory ● Conferring ● Performance Assessment: Fiction Pre-Assessment - Interpretation Book Clubs: Analyzing Themes	● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its)	● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs and other formative evidence of students improving skills (exit slips) ● Performance Assessment: Fiction Post-Assessment - Interpretation Book Clubs: Analyzing Themes

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 5 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.