

## Planning Unit: Narrative Reading

Book: Interpretation Book Clubs: Analyzing Themes (Unit 1, Book 1)    Dates: September-October (Roughly 22 sessions)

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| Week 1 | <p>Pre-Assessment:</p> <p>How to start:<br/>Give the performance assessment for unit 1. Read aloud "Stray" and then show the video clip "Michigan Football Team Embraces Special Player". Hand out the 4 questions that correlate to the assessment and the focus skills of the unit.<br/>*Get assessments back quickly to help set reading goals.<br/>*Students will also self-assess after session 2.</p> <p>Unit Focus:</p> <ul style="list-style-type: none"> <li>- analyzing parts of a story in relation to the whole</li> <li>- analyzing author's craft</li> <li>- determining themes/cohesion</li> <li>- comparing and contrasting story elements and themes</li> </ul> | <p><b><u>Bend 1-Writing About Reading with Voice and Investment</u></b></p> <p>Session 1: Taking Charge of Your Reading Life</p> <p>Teaching Point: I can take charge of my reading life by working deliberately toward the specific goals I set.</p> <p>Skill: Setting Goals</p> <p>Activities:<br/>-Students take charge of their reading life<br/>-Model setting ambitious goals<br/>-Students set goals for the reading unit<br/>-Select independent reading texts</p> <p>Resources Needed: Reader's Notebooks, book bins, chart<br/>- Suggestions for Making This Year's Reading Workshop as Powerful as Possible</p> <p>Reading Before: None</p> <p>Reading During: None</p> | <p>Session 2: Writing Well About Reading</p> <p>Teaching Point: I can explore and establish what it means to write well about reading.</p> <p>Skill: Writing about Reading</p> <p>Activities:<br/>Think about qualities of good writing<br/>Students gallery walk mentor examples of writing about reading (have half of the class at a time while the others read - then rotate)</p> <p>Resources Needed:<br/>reading logs, chart of reading partners, gallery of fifth grade writing</p> <p>Reading Before: None</p> <p>Reading During: "Snow" pgs 3-5</p> | <p>A Day for Assessment:</p> <p>How to start: Review the pre-assessment with students. Show students exemplars (online resource) and explain how to self score. Students will then self score their assessment.</p> <p>Skill: self-assess</p> <p>Resources Needed:<br/>Student exemplars, rubric (online)</p> | <p>A Day for Assessment:</p> <p>Continued from yesterday - Today you will conference with students. Show them their self scores and your scoring. Explain scoring and areas of focus.</p> <p>Skill: self-assess</p> |
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| Week 2 | <p>Session 3: Writing about Reading Means Reading with a Writerly Wide-Awakeness</p> <p>Teaching Point: I can write about my reading and am extra alert, seeing more in my books.</p> <p>Skill: Writing about Reading</p> <p>Activities:<br/>         -Explain that people read differently when they are going to write about their reading<br/>         -Read with a writerly wide-awakeness<br/>         -Read excerpt from Home of the Brave pgs 13-14 - remind students to listen with a writer's awakensess - read a second time with the text displayed on the smartboard<br/>         -have students write about this passage - what's meaningful? What are you noticing?<br/>         -students partner up and share their writing<br/>         **Remind students to keep their thoughts as they read on**<br/>         -Begin anchor chart "Writing Well about Reading"</p> | <p>Session 4: Grounding Your Thinking in the Text and Carrying It with You as You Read On</p> <p>Teaching Point: I ground my thinking in the text and carry it with me as I read on.</p> <p>Skill: Text Support</p> <p>Activities:<br/>         -Anchor Charts:<br/>             -Writing Well about Reading<br/>             -To Develop Ideas, Readers...<br/>         -Model with "Old Words, New Words" - "Do you see how I looked at this passage through the lens of the idea that Kek is torn between missing his old life in Africa and wanting to start a new one in America" - found new insight<br/>         -Students practice with "Lessons"</p> <p>Resources Needed: chart- Writing Well about Reading, chart - To Develop Ideas Readers...</p> | <p>Session 5: Whose Story Is This, Anyway? Considering Perspective and Its Effects</p> <p>Teaching Point: I can consider perspective and its effects on understanding the text</p> <p>Skill: Perspective</p> <p>Activities:<br/>         -teacher tell story from two different perspectives (settling a basketball or recess dispute)<br/>         -Go back to the book and think about how parts told from Kek's perspective might be different from Dave's point of view<br/>         -Partners use their own narratives to try to figure out who's point of view it is</p> <p>Resources Needed: none</p> <p>Reading Before: none</p> <p>Reading During: none</p> | <p>Session 6: Learning to Think Analytically</p> <p>Teaching Point: I can learn to think analytically</p> <p>Skill: Developing Ideas</p> <p>Activities:<br/>         -Display and add to the chart "To Develop Ideas Readers..."<br/>         -New chart "Questions that can help you think analytically"<br/>         -Model how to divide into parts, select, rank, and compare</p> <p>Resources Needed: chart - Questions that can Help you Think Analytically</p> <p>Reading Before: pgs 25-38</p> <p>Reading During: none</p> | <p>Session 7: Having Second Thoughts: Revising Writing About Reading</p> <p>Teaching Point: I can revise my work, relying on examples of what constitutes powerful writing about reading</p> <p>Skill: Revise thinking</p> <p>Activities:<br/>         -revisiting a piece of writing about reading can help them to see more, and to raise the level of their own writing about reading even further<br/>         -**use student sample of work - Sam's writing about Wringer in small groups<br/>         -groups of 3-4 - share what they notice about the entry</p> <p>Resources Needed: samples of Sam's writing about Wringer (online)</p> <p>Reading Before: pgs 39-50</p> <p>Reading During: none</p> |
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|               | <p>-Have students reread what they wrote about their reading before going on to independent reading</p> <p>Resources Needed: Display (smartboard) of "God with a Wet Nose", Chart - To Understand/Interpret a Story, Readers Pay Attention to..., Chart - Writing Well about Reading, Chart - Talking and Writing to Grow New Ideas</p> <p>Reading Before: pgs 6-12</p> <p>Reading During: pgs 13-14</p> | <p>Reading Before: pgs 14-22</p> <p>Reading During: pgs 23-24</p>   |  |   |  |
| <p>Week 3</p> | <p><b><u>BEND 2-Raising the Level of Writing and Talking about Literature</u></b></p> <p>Session 8: Launching Interpretation Book Clubs</p> <p>Teaching Point: I can sharpen my reading and thinking skills and see more significance in a text</p> <p>Skill: Text Details</p> <p>Activities:</p>  | <p>Session 9: Characters - and Readers - Find Meaning in the Midst of Struggle</p> <p>Teaching Point: I can think thematically - I can name the problem that a character faces and think about the lessons the character may learn or what the author may want me to know</p> <p>Skill: Studying a Character</p> <p>Activities:</p> | <p>Session 10: Seeing a Text Through the Eyes of Other Readers</p> <p>Teaching Point: I can</p> <p>Skill: Seeing more with other readers</p> <p>Activities:<br/>-discuss how parents/students can see things in a book differently</p> | <p>Session 11: Linking Ideas to Build Larger Theories and Interpretations</p> <p>Teaching Point: I can link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson</p> <p>Skill: Building theories and interpretations</p> <p>Activities:</p> | <p>Session 12: Reading On, with Interpretations in Mind</p> <p>Teaching Point: I can wear my interpretations like a pair of glasses, reading on in the text with my ideas in mind, gathering evidence and deepening my theories</p> <p>Skill: Interpretations</p> <p>Activities:</p> |

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| <p>-create reading book clubs<br/>-remind students to pay attention as they read<br/>-read "Paperwork" asking students to listen interpretively<br/>-clubs meet and discuss expectations, create plan</p> <p>Resources Needed: Book sets for clubs, student grouping, chart - Drawing on All You Know to Read Well and Interpret Texts, chart - Creating a Constitution for Your Club</p> <p>Reading Before: none</p> <p>Reading During: pgs 53-54</p> | <p>-focus on one element of a story, like a character or problem<br/>-create chart<br/>-read aloud while students think about the characters and problems<br/>-discuss "How does Kek deal with his problems?"</p> <p>Resources Needed: chart - When we Study Characters, We can Think About..."</p> <p>Reading Before: pgs 54-80</p> <p>Reading During: pgs 43-46</p> | <p>-different views can be enriching<br/>-show short clip - What ways do the readers allow each other's thoughts to affect their own?</p> <p>Resources Needed: Video clip - My Name is Maria Isabel (online), chart - How Club Members Learn from Each Other's Ideas</p> <p>Reading Before: pgs 81-106</p> <p>Reading During: none</p> | <p>-think can there be a larger truth or lesson here?<br/>-readers pause and ask "do some of these ideas connect to each other or fit together in ways that add up to an even larger idea?<br/>-look at Sam's Wringer response<br/>-look for connections between these ideas<br/>-book groups will do similar work starting with the ideas that you have already recorded</p> <p>Resources Needed: Smartboard display of Sam's notes on Wringer (figure 8-1 online), chart-Drawing on All You Know to Read Well and Interpret Texts, chart - Questions to Ask to Grow Seed Ideas</p> <p>Reading Before: pgs 107-127</p> <p>Reading During: none</p> | <p>Resources Needed: Sentence strip "Hope can help people survive hard times and go on.", copy of "inferring Characters" strand of the Narrative Learning Progression, chart- Thought Prompts to Help You Grow Complex Ideas, large paper for each book club</p> <p>Reading Before: pgs 129-154</p> <p>Reading During: pgs 62-65</p> |
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| <p>Week 4</p> | <p>Session 13: Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence</p> <p>Teaching Point: I can debate differing viewpoints on a provocative question about a book I have read using evidence to support my opinion</p> <p>Skill: Evidence Support</p> <p>Activities:</p> <p>Resources Needed: list of debate topics related to Home of the Brave, chart paper for groups, chart- list of key phrases to use in a debate, chart - Suggestions for Generating Provocative Debatable Ideas about Texts, chart- Let's Have a Club Debate</p> <p>Reading Before: pgs 155-183</p> <p>Reading During: Copies of 20-22, 32-36, 43-46, 60-62, 123-127, 138-145, 178-183</p> | <p>Session 14: Reflecting on Ourselves as Book Clubs</p> <p>Teaching Point: I can explore how an effective book club elevates the level of my reading, thinking, and conversations about books</p> <p>Skill: Reflection</p> <p>Activities:</p> <p>Resources Needed: video clip- My Name is Maria Isael or Bud, Not Buddy, chart-What Makes Book Club Conversations the Best They Can Be?, Reading Literature Progression 3-5 copies for students</p> <p>Reading Before: pgs 184-200</p> <p>Reading During: none</p> | <p><b><u>BEND 3- Thematic Text Sets: Turning Texts Inside Out</u></b></p> <p>Session 15: Two Texts, One Theme: A Comparison Study</p> <p>Teaching Point: I can consider universal themes as I read, comparing and contrasting those themes across different texts</p> <p>Skill: Compare/Contrast</p> <p>Activities:</p> <p>Resources Needed: starter texts (online), Read Fly Away Home, sentence strips, chart- Prompts to Explore Similarities and Differences in Texts, chart-To Deepen Interpretation, Readers Can...</p> <p>Reading Before: <i>Fly Away Home</i></p> <p>Reading During: Excerpts from <i>Fly Away Home</i></p> | <p>Session 16: Rethinking Themes to Allow for More Complexity</p> <p>Teaching Point: I can revise the wording of my theme statements to allow for more complexity</p> <p>Skill: theme revision</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Reading Before: pgs 201-212</p> <p>Reading During: none</p> | <p>Session 17: Comparing Characters' Connections to a Theme</p> <p>Teaching Point: I can think about a theme in more complex ways by considering how different characters connect to and represent that theme, and also how some characters may work against a theme.</p> <p>Skill: comparing characters &amp; theme</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Reading Before: pgs 213-224</p> <p>Reading During: none</p> |
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|        |   |   | *At this point  |  |  |
| Week 5 | <p>Session 18: Studying the Choices an Author Did Not Make to Better Understand the Ones They Did</p> <p>Teaching Point: I can think about the choices that authors make (and the ones they don't) as a way to come to new insights about texts.</p> <p>Skill: literary analysis</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Reading Before: pgs 225-232</p> <p>Reading During: pg 3</p> | <p>Session 19: Delving Deeper into Literary Analysis: Reading as Writers</p> <p>Teaching Point: I can analyze a literary text by studying the author's goals and how he or she achieves them in specific parts of the text.</p> <p>Skill: literary analysis</p> <p>Activities:</p> <p>Resources Needed:</p> <p>Reading Before: pgs 233-249, 259-263</p> <p>Reading During: pg 196</p> | <p>Session 20: Celebrating with a Literary Salon</p> <p>Teaching Point: I can participate in a literary salon as a fun way to show off my new, sophisticated thoughts about literature.</p> <p>Celebration and Share!</p> | <p>Post-Assessment:</p> <p>How to start:<br/>Give the performance assessment for unit 1. Students will read "Taco Head" article and then they will watch the video clip "Basketball players stand up for bullied cheerleader with Downs Syndrome". Hand out the 4 questions that correlate to the assessment and the focus skills of the unit.</p> |  |

Mentor Texts:

- Home of the Brave by: Katherine Applegate
- Fly Away Home by: Eve Bunting
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