

# Curricular Plan for Reading Workshop Grade 5

## *Unit 1: Agency and Independence: Launching Reading with Experienced Readers*

Students should understand and be able to:

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| <ul style="list-style-type: none"><li>• Make wise book choices</li><li>• Monitor comprehension</li><li>• Keep track of reading volume</li></ul> | <ul style="list-style-type: none"><li>• Exhibit the qualities and skills of a self-directed learner</li><li>• Develop strong literary partnerships</li></ul> |
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### Mentor Texts

- Variety of levels and genres

### Possible Teaching Points

*Part One: Helping Readers Develop Agency So They Can Lift Their Reading Lives into a New Orbit*

RL.5.1, RL.5.2, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6

- Readers take charge of their reading lives by making deliberate decisions that help them grow by leaps and bounds. We can do this by:
  - Setting reading goals
  - Making good choices in books
  - Setting time aside to read and talk about our books
- Readers are just like runners training for a marathon. They have to train hard, adding miles each practice run to build endurance and stamina. We can do this by:
  - Reading every day
  - Reading 'just right' books
  - Writing about our reading
  - Keeping track of how much we read and how long
- Readers read actively and with agency. One way we do this is to rely on our knowledge of how stories go.
  - Get to know the characters
  - Notice the challenges they face
  - Recognize how problems are resolved and how characters change
- Good readers make wise choices about what books to read. We can do this by:
  - Thinking about authors and genres we like
  - Read the back of the cover "blurb" that tells us what the book will be about
  - Read within a book, just for a moment
- Powerful readers use tools to help us reflect on and improve our reading lives. One tool used for reflection is a reading log, which helps us keep track of how our reading is going for us.

- Readers retell a story as a way to make sense of the story or to hold on to what has happened in the story. We can do this by:
  - Choosing a method for retelling.
    - Analyze the story before retelling it
    - Synthesize the story if there are multiple storylines and various characters
    - Analyze the characters motivations and the causes for their behaviors
    - Investigate certain themes that arise in your book
  - Making decisions about how you will shape your partner talk.
    - Synthesize your thoughts about the book
- Analyze your book to describe the why and how

*Part Two: Teaching Readers to Read Between the Lines*  
 RL.5.1, RL.5.2, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6

- Readers use specific skills that help them move forward as readers. We can do this by:
  - Paying close attention to who is telling the story (first person, third person).
  - Making inferences about the narrator.
  - Starting to put details together from the beginning.
- Readers read for the *subtext* as well as for the *text*.
  - Read between the lines
  - Think about what the details suggest or imply about a character or a place
- Readers understand that, when reading between the lines, your opinion/judgment is only part of what's going on in the story.
  - Be aware that some characters change and reveal themselves slowly.
  - Analyze what we think we know about a character and how that changes as the novels develops.
- Readers use their imaginations to picture the scenes in their stories, as well as the scenes that come between scenes.
  - Linger in the scenes that are being described immensely
  - Picture these scenes in our minds with more imagined sights, sounds, and atmosphere as if we can envision it as a scene in a movie
- Strong readers are alert to shifts in time and place, and we imagine what happened between shifts of time. We can do this by:
  - Looking back over the setting clues to see if something has changed
  - Thinking, *Did a week pass? Is this the same place? Is the mood different?*
- Readers are aware that stories can get complicated when references are being made to other parts of the book or things that happened in another book in the series. We can gain a better understanding by:
  - Making connections across all parts of the story that are not right alongside of each other.
  - Thinking, *Did the character change because of something that happened earlier?*
- Noticing when a reference was made back to earlier in the text

*Part Three: Talking about Books*

*The Art of Literacy Conversation*

RL.5.1, RL.5.2, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6

- Readers use a variety of ways to respond to their books. Sometimes we “jot” or sometimes we write long. We can do this by:
  - Recording thoughts, words, phrases on Post-it notes or in our journals as a way to remember our thinking at that moment
  - Writing reflections and developing our thinking
  - Writing about a character, events of the story, and our reaction to the story
- Passionate readers talk about their books with detail and excitement. We can do this by:
  - Talking about it in a fascinating way and hooking your reader.
  - Not telling the ending—leave them hanging!
  - Sharing your insights—seeing inside the heart of the story.
- Readers talk about more than one book at a time. We can do this by:
  - Thinking back to recall stories we have read so that we can make comparisons of characters, settings, and events
- Readers study how to read out loud with power and grace. We can do this by:
  - Understanding what is happening in the book, what came before, the mood, and the character’s traits and emotions.
  - Choosing a part of the text to practice—thinking about how to use our voice to enhance the meaning and emotions of the story.
- Readers reflect on where they are as readers and how their reading is going. We can do this by:
  - Analyzing our reading logs—*How long do I read on average? How many books I have read?*
  - Looking across Post-it notes and journal responses to see what kind of thinking you have been doing and how it has developed.
  - Reflecting on the genres, authors, and the kinds of books we enjoy the most.
  - Making a personal reading plan.

## Helpful Tips

- If you have more advanced readers, you will be teaching them to self-initiate in ways that allow them to draw upon their strategies they have learned previously.
- If you're working with students who are mostly new to reading workshop then you will want to introduce readers to the work upon which they will build their reading life (described in the fourth grade launch).
- Be ready with options to assist students in developing or choosing a tracking system that best suits them to record their reading.
- Every day, readers need protected time for reading and protected time to talk to someone about their reading.
- For lower level readers, it's helpful to partner them with someone who will be reading the same book so they can work together toward reading goals and understanding
- It is also good to partner students up according to similar reading interests (topics, genres, authors).
- Some partnerships may reflect friendship.
- Decide ahead of time where you want your readers to record their Post-it and write longer about reading (thoughts, feelings or application of a skill/strategy). A reader's notebook is a great tool for both readers and the teacher.
- Know your students so you have plenty of books on their levels and interests.
- Make sure your classroom library is organized with a checkout system and is aesthetically pleasing!
- For the first few days keep an eye on your readers, paying close attention to volume, comprehension, and conversations they hold about reading.
- Begin conferences right away so you can get to know your readers.
- Readers may need help to find a book on their level.

## Common Core State Standards

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.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

SL.5.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.