

# Curricular Plan for Reading Workshop

## Grade 5

### Unit 6: Interpretation Text Sets

Students should understand and be able to:

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| <ul style="list-style-type: none"><li>• Determine central ideas or themes of a text</li><li>• Analyze the development of those themes</li><li>• Study texts deeply to grow big ideas</li></ul> | <ul style="list-style-type: none"><li>• Think and talk about ideas in their chapter books</li><li>• Contrast how authors present or develop a meaning, theme or character in conversation and in writing</li></ul> |
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#### Mentor Texts

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| <ul style="list-style-type: none"><li>• Need multiple copies of texts</li><li>• Use some from the fantasy or historical fiction unit you have already done</li><li>• Prior read alouds</li><li>• Poetry</li><li>• Nonfiction</li><li>• Rich, dense chapter books at appropriate levels for your students</li></ul> | <ul style="list-style-type: none"><li>• Sets of shared text</li><li>• <i>Hatchet</i> by Gary Paulson</li><li>• <i>My Side of the Mountain</i> by Jean George</li><li>• <i>The Other Side</i> by Jacqueline Woodson</li><li>• <i>The Lion, The Witch and The Wardrobe</i> by C.S. Lewis</li><li>• <i>Dragon Slayer Academy</i> by Kate McMullan</li></ul> |
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#### Possible Teaching Points

*Part one: Considering the Implications of Stories*

*(RL.5.1-7,9 RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6)*

- Readers return to critical moments in their lives and learn more from those moments. We can do this by,
  - Looking back at an important event in our life and asking, “What did I learn from it?”, “Did it teach me something?”
  - Thinking, “What ideas do those moments suggest?”
- Good readers don’t just read to find out what characters do or what happens in a story, they realize that the stories we read are about ideas, they teach us how to live. We can do this by,
  - Thinking deeply about ideas those events and the experiences in books we have already read
  - Asking, “What does the character learn?”, “What can the character teach?”
  - Using sentence prompts such as; “I’m just wondering..what could this be teaching me”, “what could that mean?”, “I’m thinking about..”
- Interpretive readers are aware of pivotal moments in stories by paying close attention to moments in stories when characters experience strong emotions and/or make critical choices.
- Strong readers listen carefully to lessons/ideas in the story they are reading. From this they notice that those same ideas/lessons may appear in more than one story. Some phrases readers sometimes use when they are think and talking interpretively are:

- When I first read this story, I thought it was just about ...but now I think deeper about it, I realize that really, it is about..
- Often people ..but this story shows that it's possible people should...
- I used to think...but now after reading this I think...because...
- I learned from (the character, the event) that in life, it can be important to...
- This story teaches us not only about ...but also about...
- Readers always support their ideas with evidence from the text. We can do this by,
  - Asking, "Does the connection between the selected passage and my idea seem very obvious or is it hard to see?"
  - Thinking of another example from the text or to say more about why this example seems so relevant
- Readers don't wait until they are done with a book to begin constructing ideas and designing a reading plan to investigate these ideas. Instead they,
  - Jot ideas down along the way
  - Gather evidence for these ideas
  - Follow more than one idea as you move on
- Powerful readers revise their ideas as they keep reading. This can happen when,
  - ideas we had are no longer true as we read on- the text diverges and the story suggests other ideas
  - ideas that were once important seem less important compared to other ideas.

**Therefore....**

  - We need to remain alert and responsive and expect to validate or revise our ideas

*Part Two: Themes May Be the Same across Books, but They're Usually Developed Differently*  
 (RL.5.1-7,9; RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6)

- Interpretive readers realize that even though stories have the same theme there are also many differences in those stories. To do this we can,
  - Compare them by paying close attention to detail
  - Find out what's different about the setting (specifically the time and place of the story)
  - Analyzing how these differences affect the meaning
- Readers compare texts by developing systems to help us recall the texts we have read and noting what's the same and different. Some of these systems include;
  - Charts that lists titles, issues, themes and characters
- Readers draw conclusions about characters' traits from how they respond to trouble and then teach them to compare those traits with their own.
- Readers understand that like our ideas are revisable so are the characters. We can choose to respond differently to them and their actions.

- Readers know how to access their repertoire of reading practices. We can do this by,
  - Asking ourselves early on in the story, “What is this story beginning to be about?”
  - Tracking ideas, collecting moments along the way that support those ideas
  - Recalling other stories we have read and talked about that compare to the one we are reading now
  - Comparing our own lives and decisions to the ones the characters make
  - Think about life-lessons that are being taught

*Part three: Symbolism and Literacy Devices and Their Relationship to the Meanings and Themes of Stories*  
 (RL.5.1-7 9-10, RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.3)

- Interpretive Readers are moved by literature by the symbols that seem significant. They use their pencils and notebooks to articulate their ideas about symbols. To help you with this,
  - Revisit old favorites and read them again, reconsidering the significance of objects and moments that seemed mysterious before or insignificant
  - Paying close attention to small details
- Interpretive Readers understand that titles may have significance to the overall story. This happens when,
  - There may be a line, or scene that seems to refer back to the title
  - Titles have a metamorphic significance, possible meaning of the story
- Interpretive readers know that in good stories, details matter and we read with special attention trying to answer the unexplained or complicated details. These details could be examples of literary devices such as,
  - Foreshadowing
  - Repetition –lines or scenes that feel parallel
    - a) Readers think what the meaning behind the repeated lines may mean.
  - Perspective-point of view; the reader may ask,
    - a) How does the story go because the character is telling it?
    - b) Would it go differently if a different character was telling the story?

## Helpful tips

- Before you launch this unit, decide on what skills you want to highlight.
- Use an assessment that demonstrates what students can do with analyzing across texts and articulating their ideas about texts in writing using evidence.
- The goal of the first few days of the unit is to have plenty of practice interpreting texts so that they are fluent in this type of thinking.
- If students have trouble with interpretation, as a class watch Kathleen Tolan's work with *The Giving Tree* on DVD and notice how she supports students moving from reading actively to reading interpretatively.
- At the end of part one make sure students are in new books.
- Some book clubs may need coaching when choosing books
- Remind students that good books are about many ideas and that they should trust that as they begin a second book, some may even be related.
- The more students are tracking multiple ideas the more they will be ready to see thematic connections across texts.
- Students who can infer about character's emotions and traits will do well. If they struggle you may want to refer back to unit 2
- Assess their readiness for this unit by having them participate in a rich partner discussion about the storylines in their novels.

### Possible prompt that support conversations:

- One idea this book suggests is...  
One example that shows (this idea) is...because...  
Another example that shows (this idea) is...because...  
This makes me realize/think that..  
OR
- I used to think this book was about...because...  
Now I think this book is about ...because...  
This makes me realize/think that...  
OR
- These two books are similar because they both teach that...  
On the other hand, though, in the first book..  
On the other hand, in the second book..  
This makes me realize/think that...  
How do two or three different books have the same theme differently?

## 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.
- 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.
- 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.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- 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
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- 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.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.