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*Agency and Independence*

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**5th Grade Reading Unit 1**

Dates:

September

**Unit of Study Planning Template**

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| Unit: Agency and Independence |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit. * Reading Between The Lines And Coauthoring The Text. * The Art Of Literary Conversation |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 5.RF.4 Read with sufficient accuracy and fluency to support comprehension..  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.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.  5.RL.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).  5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.W.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.)  5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  5.SL.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.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles.   5.SL.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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| Key Vocabulary: | * Agency/agencia * Retelling/recontar volver a contar * Alert/alerto * Shifts/cambios * Mood/humor * Vivid images/imágines vívidas * Allusions/alusiones * Implied/implícito * Analyzing/analizar * Reflect/reflexionar * Conscious/consciente |

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| Anchor Texts: | Esperanza Rising, Pam Muñoz Ryan |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist  Anecdotal notes  Conference notes  Reading journals | Reading sample to be developed next year. Particular to the unit. |

Unit of Study at A Glance Planner

| **UNIT:** Agency and Independence | | |
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| **GOAL:**  Helping Readers Develop Agency So They can Lift Their Reading Lives into a New Orbit | **GOAL:**  Reading Between The Lines And Coauthoring The Text | **GOAL:**  The Art Of Literary Conversation |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers develop agency by taking charge of their own reading lives. (p. 23-24, 29)   5.RML.1-1   * Readers are more engaged in reading when they know how stories go. (p. 24, 29)   5.RML.1-2   * Readers build a reading life by making smart choices about the books we read. (p. 24, 29)   5.RML.1-3   * Readers reflect on and improve their reading lives by keeping a reading log. (p. 24-25, 29)   5.RML.1-4   * Readers hold on to the story by making conscious decisions about retelling. (p. 25, 29)   5.RML.1-5 | * Readers read between the lines so they can uncover the story’s deeper meaning. (p. 25-26, 30)   5.RML.1-6   * Readers understand the mood of the story by creating vivid images.   (p. 26, 30)  5.RML.1-7   * Readers make sense of the story by being alert to shifts in time and place. (p. 26, 29)   5.RML.1-8   * Readers understand references made in other parts of the book or other books in the series to deepen their understanding. (p. 26, 29)   5.RML.1-9   * Readers overcome difficulty by using all of their strategies. (p. 30)   5.RML.1-10 | * Readers respond purposefully by deciding how much and what to write. (p. 26-27, 30)   5.RML.1-11   * Readers inspire others by talking with passion and insight about their books. (p. 27, 31)   5.RML.1-12   * Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books. (p.27, 31)   5.RML.1-13   * Readers use their voice to enhance the meaning that’s implied between the lines. (p. 27-28, 31)   5.RML.1-14   * Readers reflect on their reading lives by analyzing their reading logs. (p.28, 31)   5.RML.1-15 |

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| **WORKSHOP CALENDAR FOR:** | **5th grade Reading Unit 1** | \*\*dates not included…not teaching until next year\*\*\* using modified schedule for this year |
| **Unit of Study: Unit 1** | Agency and Independence: Launching Reading with Experienced Readers |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Readers develop agency by taking charge of their own reading lives.  (p. 23-24, 29)  5.RML.1-1 | Readers are more engaged in reading when they know how stories go. (p. 24, 29)  5.RML.1-2 | Readers build a reading life by making smart choices about the books we read.  (p. 24, 29)  5.RML.1-3 | Readers reflect on and improve their reading lives by keeping a reading log.  (p. 24-25, 29)  5.RML.1-4 | Readers hold on to the story by making conscious decisions about retelling.  (p. 25, 29)  5.RML.1-5 |
| Readers read between the lines so they can uncover the story’s deeper meaning.  (p. 25-26, 30)  5.RML.1-6 | *Mini-lesson Choice Day* | Readers understand the mood of the story by creating vivid images.  (p. 26, 30)  5.RML.1-7 | Readers make sense of the story by being alert to shifts in time and place.  (p. 26, 29)  5.RML.1-8 | Readers understand references made in other parts of the book or other books in the series to deepen their understanding.  (p. 26, 29)  5.RML.1-9 |
| Readers overcome difficulty by using all of their strategies. (p. 30)  5.RML.1-10 | Mini-lesson Choice Day | Readers respond purposefully by deciding how much and what to write.  (p. 26-27, 30)  5.RML.1-11 | Readers inspire others by talking with passion and insight about their books. (p. 27, 31)  5.RML.1-12 | Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books.  (p.27, 31)  5.RML.1-13 |
| *Minilesson Choice Day* | Readers use their voice to enhance the meaning that’s implied between the lines. (p. 27-28, 31)  5.RML.1-14 | Readers reflect on their reading lives by analyzing their reading logs.  (p.28, 31)  5.RML.1-15 |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 1: Agency and Independence** |

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| 5.RL.2 Mini-lesson s 6-9 (inferential)  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. | | | | | 5.SL.1 all mini-lessons 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.) | | |
| Name | Reads between the lines | Visualizes to understand mood | Alert to shifts in time | Understands references | Engages in partner conversations | Engages in large group conversations | **Notes** |
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2=Below 3=Nearly 4=Meets 5=Strong

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| **Unit 1 Mini Lesson 1** |

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit |
| **Teaching point:** | Readers develop agency by taking charge of their own reading lives. |
| **Catchy Phrase:** |  |
| **Text:** | Facts and photos about Lionel Messi (professional soccer player) <http://en.wikipedia.org/wiki/Lionel_Messi> |
| **Chart(?):** |  |
| **Standard:** | 5.SL.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. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:***  Last year you learned many skills and strategies to make you a better reader.  You spend hundreds of hours reading.  I’m going to give you 1 minute to think about what you know about being a good reader.  (give students 1 minute) (you may want to use a web to chart what they say)  Today we are going start adding on to what you did for the last 5 years.  Readers develop agency by taking charge of their own reading lives. |
| ***Teach:****(Fill in web as you teach)*  Messi, is one of the best soccer players in the world.  He didn’t get to “the best” just because he wanted to.  He started playing when he was 5 years old and looked up to his dad who was a good player and mentor.  Messi spent thousands of hours working on skills and practicing, so that he can be the best he could.  At age 11, Messi went to a soccer school to learn how to play, just like we are in school to learn how to be the best readers we can be.  Just as Messi spent hours working on his skills, we as readers need to take charge of our own reading lives by choosing to use our time to develop the skills we need to be good readers.  https://lh5.googleusercontent.com/GGm0zr2hCrMhGdf9av_aft8kMByvG0qwWg-30DRha4E_CparRRv6AAuDR-069UfnCW8zwy_PHwuOsWq5m4U_TbDhuYtqyaOom2oObB_YjMPBLg9B82kqVTOFLer3cQQNZg  Readers develop agency by taking charge of your own reading lives.  Taking charge of your reading lives means working on things that are difficult.  It means not giving up when things get hard.  Messi at the age of 11 was diagnosed with growth hormone deficiency, which made his strength and energy very weak.  He did not give up he took charge of his illness, he got help and worked his way up to being one of the best soccer players this world has ever seen.  Just like Messi, you must take charge of your reading lives by working through difficulties and practicing or reading even when you aren’t told to or don’t feel like it. |
| ***Active Involvement:***  I want you take a minute to think about what makes a good reader.  What would we put in this web for a good reader?  (give them a minute to think, then share with partners)  (Fill in a blank web)  https://lh6.googleusercontent.com/o_1d3wVsG8lMID1V_uVczwwOykYhqtpVSIvXe0-dDyVuGOm87ub8hwCT9tRixNEUFJKvwfBYZQbUSRDA9xLYaqFDH57yiLnPL4M3sfySqSaaKUFRUizbA32D9Q0ePuwxJw  Remember: Readers develop agency by taking charge of their own reading lives. |
| ***Link:***  Now you're going to dive into your books and continue to develop your agency by taking charge of their own reading lives. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

**Unit 1 Mini Lesson 2**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit |
| **Teaching point:** | Readers are more engaged in reading when they know how stories go. |
| **Catchy Phrase:** | Books are more enjoyable if you know how stories go. |
| **Text:** | Picture book (Unfamiliar) and Dear Mr. Henshaw (or text that is familiar but not read completely) |
| **Chart(?):** |  |
| **Standard:** | 5.RL.5           Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  5.RL.6           Describe how a narrator’s or speaker’s point of view influences how events are described.  5.Rl.2 5.RL.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.  5.RL.9           Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:***  You have been spending years learning about stories. You have learned so much!  You have learned that stories have a beginning, middle and end.  You have learned that there are characters in a story and the characters usually have a struggle or a challenge.  Today we are going to use everything we know about how stories go to be enjoy our books!  This is just like when watching soccer.  Someone who understands the game will enjoy it more because they understand the rules and what the players are doing or trying to do out in the field.  Someone who doesn’t know anything about soccer might find it very boring because they don’t understand what is happening.  That’s just like in reading.  Books are more enjoyable if you know how stories go! |
| ***Teach:****(Demonstration,  Shared Example/Explanation,   Inquiry,   or   Guided Practice)*  Watch me as I use what I know about how stories go.  (Teacher Pretends she is halfway through a book)  I am reading this book called Oliver Button is a Sissy.  I have read a few pages.  I know the character is sweet and a very gentle soul.  He doesn’t like to do what other boys like to do.  He loves to dance.  And sadly the boys at school pick on him ALL the time.  (List the major characters).  Since I know in stories characters overcome obstacles or struggles.  I’m SOOO excited to keep reading to find out if Oliver will finally become friends with the bullies.  Because, Books are more enjoyable if you know how stories go. |
| ***Active Involvement:***  Now it’s your turn.  Think about the book Dear Mr. Henshaw.  Think about how Liegh Botts is writing letters to Mr. Henshaw.  He starts in 2nd grade and keeps writing letters to him as he grows up and little is known about this “Liegh Botts” except that he always reads this one book “Ways to Amuse a Dog”.  Using what you know about authors who withhold knowledge about their characters, why would this make you excited to read more?  Turn to your partner; tell them why this would excite you.  WOW, great job! You all seem so excited to keep reading Dear Mr. Henshaw. I heard (Teacher share 1-2 comments)  Remember, Books are more enjoyable if you know how stories go. |
| ***Link:***  Today and every day when you are reading think about why are excited to read.  Remember, Books are more enjoyable if you know how stories go.  Today I would like you to use what you know about stories and think why you would like to keep reading your books.  During the share you will all share with 2 other students why you are excited to keep reading your books. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (In groups of 3, students share why they are excited to keep reading their books.)  Remember, Books are more enjoyable if you know how stories go.  Have 2-6 students, share with the whole class why they are excited to keep reading their books. |

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| **Unit 1 Mini Lesson 3** | |
| **Unit of Study:** | Agency and Independence |
| **Goal:** | Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit |
| **Teaching point:** | Readers build a reading life by making smart choices about the books we read |
| **Catchy Phrase:** |  |
| **Text:** | (tub of different kinds of books enough for groups) |
| **Chart(?):** |  |
| **Standard:** | 5.RF.4           Read with sufficient accuracy and fluency to support comprehension..  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  5.RL.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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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:***  Yesterday we that readers are more engaged when they know about how stories.  Before that we learned how Messi became a great soccer player by all of his efforts, and that we can do the same thing by taking charge of our reading lives.  Today we’re going to learn that Readers build a reading life by making smart choices about the books we read. |
| ***Teach (Inquiry):***  What do you know about how to choose a just right book? (1 minute think time)  Turn and talk with your partner (2 mins)  Readers build a reading life by making smart choices about the books we read.  (Using the tub of books, pull out them one by one)  There are many reasons to pick a good book.  Ask yourself these questions:  1) Does this book interest me?  Genre, Author, Topic  2)  Do I understand the book?  Open the book anywhere in the middle and read a section of about 100 words.  Did you understand what you read?  3) Do I understand most of the words?  If in that section you read you struggled with more than 4 to 5 words, it’s probably too hard.  (Demonstrate this with a few books)  (Create an anchor chart for how to pick a just right book)  Readers build a reading life by making smart choices about the books we read.  It’s ok to occasionally read books that are too easy or difficult for you, but the majority of the time you need to be reading just right books. |
| ***Active Involvement:***  Now it is your turn to find a book that is just right for you.  Back at your table group there is a basket of books.  I want you to find a book that least one book that would be just right.  Then you may start silent reading your books to see if you were right.  Remember: Readers build a reading life by making smart choices about the books we read |
| ***Link:***Readers build a reading life by making smart choices about the books we read |
| **Mid-Workshop Teaching Point:**  Now that you have done that, then I want you to look for a book that may be too easy or too hard that you would like to be interested in reading as well. |
| **Share:**(Walk around the classroom asking students why they think that the books they chose are just right.  Invite students who have thoughtful answers to share at the end of the class period)  I would like to invite some students to share some of the just right books they chose and to explain why they chose them because readers build a reading life by making smart choices about the books we read. |

**Unit 1 Mini Lesson 4**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit |
| **Teaching point:** | Readers reflect on and improve their reading lives by keeping a reading log. |
| **Catchy Phrase:** |  |
| **Text/Materials:** | (Have paper, blank calendars ready for students to start a reading log) {Pre fill out with 1 week of reading data to show class} |
| **Chart(?):** |  |
| **Standard:** | 5.W.8          Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:***  Yesterday, we practiced finding good fit books, books that are interesting to us, at are level because we understand them and know most of the words.  Today we are going to understand that “Readers reflect on and improve their reading lives by keeping a reading log.” |
| ***Teach:***  In order to be the best we can be as a reader it is helpful to reflect on our reading and one way we do this is by keeping track of what we read, and how much we are reading.  We can keep track of our reading using a reading log.  Keeping track of how one is improving is very important.  As teachers we keep track of what you understand by using a grade book.  In soccer, we can compare how players are doing by looking at their statistics log.  Who do you think is a better soccer player in 2013/2014 Messi vs Ronaldo?  Let’s quickly look at this record/log.  ***https://lh4.googleusercontent.com/JHgISRhynNGAjP5PpixVlRAHYd9YY-nbwzTjkj2GZIJT_oIbcK_nTQM9wig6ObWAzGjkWuSSKhksY0XGIeJ-YXmcfy9YW7_GHMsxtEXsCGODLuATZ1wkamtGHU7qPmyJ0Q***  Not only does keeping tracks of goals and assists help the coaches know who is a better soccer player, Readers reflect on and improve their reading lives by keeping a reading log.  Here are two examples of how to do reading logs. (Show a calendar and a list log with one week filled out.)  It doesn’t matter what the log looks like, as long you can use it to reflect on and improve your reading. (A graph may also work with amount of pages read each day.)  Important information that you may want on your logs are:  Title, pages read, time read, genre, level(?) |
| ***Active Involvement:***  Think about how you would like to record your reading and how will that help you reflect on your reading?  (2 min Think-Pair-Share)  Readers reflect on and improve their reading lives by keeping a reading log |
| ***Link:***  Now it’s your turn to set up your own reading log.  You may use a list, a calendar, or another way that works for you(graph).  Remember: Readers reflect on and improve their reading lives by keeping a reading log.  In your table groups |
| **Mid-Workshop Teaching Point:**  How will your reading log help you reflect on your reading, so that you become a better reader because of it? |
| **Share:**  I saw some good examples of reading logs.  (share a variety of examples you see from the students, using the doc cam) |

**Unit 1 Mini Lesson 5**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Helping Readers Develop Agency So They Can Lift Their Reading Lives Into A New Orbit |
| **Teaching point***:* | Readers hold on to the story by making conscious decisions about retelling. |
| **Catchy Phrase:** | Readers of complex stories synthesize to retell. |
| **Text:** | Familiar text (Esperanza Rising by Pam Muñoz Ryan) |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.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.  5.RL.5  Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:*** Yesterday we created our reading logs, today we are going to start using them and record our reading.  You have been spending years learning retelling your stories to teachers and friends.  When you have retold your stories you had been asked to tell as much detail as you could remember.  Now as our books are longer and more complicated we are not going to tell our stories that way.  You know really it would be silly to try to tell EVERYTHING that happens in our stories.  Especially those stories that are very complex with different storylines and various characters.  Today we are going to learn to make conscious decisions about how we retell our stories.  Because readers of complex stories synthesize to retell. |
| ***Teach:****(Demonstration,  Shared Example/Explanation,   Inquiry,   or   Guided Practice)*  In order to synthesize a story we need to think.  We can think about a characters motivations and the cause for their behaviors or certain pivotal moments in a story that reveal much about the characters.  Watch me as I synthesize Esperanza Rising (or you can use Dear Mr. Henshaw).  I’m going to think, hmmmmmm  I can either describe a characters motivations and their cause for their behaviors or I can describe pivotal moments that reveal a lot about a characters.  I think I will focus on thinking about pivotal moments in the story that reveal much about the characters.  The first pivotal moment was when Esperanza’s dad dies.  At that moment you find out how much the campesinos cared for her dad because he was a good man to them.  The next pivotal moment was when Eperanza’s uncle Luis asked Esperanza’s mom to marry him.  At that moment you find out that Esperanza’s mom, Ramona, would rather leave everything (her material possessions) she has behind than to marry uncle Luis.  You find out that Ramona loves her daughter and would rather be with her than have all her things. |
| Did you see how I synthesized part of the story by thinking about pivotal moments in the story and how those moments reveal a lot about the characters?  Remember, Readers of complex stories synthesize to retell.  ***Active Involvement:***  Now it’s your turn.  I’m going to think about other pivotal moments in the story.  I want you to describe to your partner what those pivotal moments reveal about the characters.  Ready, OK.  Partner A think about the moment when they arrived at the camp and went into their cabin for the first time.  Once you have thought about it tell your partner what that moment reveals about the characters.  (Make sure to give students private think time to construct their synthesis)  I heard some great synthesis.  You are thinking deeply!  Remember, Readers of complex stories synthesize to retell.  Now let’s have Partner B give it a shot.  Partner B think about when Immigration did conducted the sweep of the strikers.  Once you have thought about it tell your partner what that moment reveals about the characters.  (Make sure to give students private think time to construct their synthesis)  I heard some great synthesis.  You are thinking deeply! Remember, Readers of complex stories synthesize to retell. |
| ***Link:***  Today and every day when you are retelling your books, since your stories are more complex you don’t tell EVERYTHING in detail.  You think deeply to synthesize the story.  To synthesize you think deeply about a characters motivations and the cause for their behaviors or think about pivotal moments that reveal much about the characters.  Today as you read I want you to write down in your reading journal moments in your stories that have been pivotal or when you have encountered a cause for a characters motivation.  You will have an opportunity to share your journal entries with a partner and with the class.  Remember, Readers of complex stories synthesize to retell. |
| **Mid-Workshop Teaching Point:**  Remember, Readers of complex stories synthesize to retell.  Make sure you are writing down pivotal moments or when you have encountered a cause for a characters motivation. |
| **Share:**  Remember, Readers of complex stories synthesize to retell.  Give partners 5-10 minutes to share their synthesis, then call the class together and share out. |

**Unit 1 Mini Lesson 6**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Reading between the lines and coauthoring the text |
| **Teaching point:** | Readers read between the lines so they can uncover the story’s deeper meaning. |
| **Text:** | Esperanza Rising , Esperanza renace |
| **Chart(?):** |  |
| **Standard:** | 5.RL.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.  5.RL.6  Describe how a narrator’s or speaker’s point of view influences how events are described.  5.RL.10  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.SL.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. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection:*** Boys and girls, we have been building our reading lives by making good choices about the books we read and recording them in our reading logs. This helps us as readers because it sets us up for success to be able to do some deeper thinking about our books.  Today we are going to learn how readers read, not only the words on the page, but look beyond the words to uncover the stories deeper meaning. When readers read between the words or lines, they are reading exactly what the book says and thinking about the deeper meaning of the words.  Good readers read between the lines to uncover the story’s deeper meaning. |
| ***Teach:***  Watch me as I show you how this works. You know authors don’t always write every detail. As readers we have to pay attention to clues or hits that the author gives us about characters or situations the characters are in.  One way to do this is to think about what the author is telling us about the characters. I was thinking back to Esperanza Rising and about reading between the lines. It made me think about what the author wants us to know about Esperanza but didn’t actually write. So I am going to use the clues of what Esperanza said and did to help me uncover the story’s deeper meaning.  On page 8 for example, the text said that she could not imagine living anywhere other than El Rancho de las Rosas or with fewer servants and surrounded by people who adored her, the author never actually say that Esperanza is spoiled but what I read between the lines is that she is a spoiled little brat because she was thinking only of herself and what was important to her.  Do you see how I used what the author actually said and the clues of what Esperanza said and did to help me understand her character more deeply?  Good readers read between the lines to uncover the story’s deeper meaning. |
| ***Active Involvement:***  Now it’s your turn to try this!!! I want you to think for just a moment about other places in the book that the author didn’t actually write that she is spoiled but that her actions give us clues that she is. (Give students 10-15 sec. to reflect quietly) Turn and talk to your partners about clues you remember from the story that the author gives you to show that Esperanza is spoiled. (give students 30-45 sec.)  Nice work everyone, I heard some good examples. (share 2 or 3 examples)  Good readers read between the lines to uncover the story’s deeper meaning. |
| ***Link:***  Today during independent reading time I want you to think about what your author wrote and the clues your author is giving you through what the character says and does. Write down some ideas you get about your character to share with your partner today.  Good readers read between the lines to uncover the story’s deeper meaning. |
| **Mid-Workshop Teaching Point:**  Remembering to use all strategies we’ve learned so far. |
| **Share:** |

**Unit 1 Mini Lesson 7**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Reading Between the Lines and coauthoring the text |
| **Teaching point:** | Readers understand the mood of the story by creating vivid images. |
| **Catchy Phrase:** |  |
| **Text:** | Dear Mr. Henshaw p.21 |
| **Chart:** |  |
| **Standard:** | 5.RL.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.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.  5.SL.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.  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 |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Last time we meet we worked on reading between the lines to help us uncover the deeper meaning of a story.  Today we will learn that “Readers understand the mood of the story by creating vivid images.” |
| **Teach:**  Often stories will have different feelings, these are moods, just like you.  The mood of a story can be happy, sad, worried, excited, and many other feeling.  In order to help us understand the mood we create vivid images, which are clear pictures in our minds.  Let me show you what I mean. On page 21, of Dear Mr. Henshaw we can create a vivid image in our heads, as I read a paragraph.  Please close your eyes and try to picture what the place looks like and what feeling or mood this causes you to have.  (teacher reads on page 21 starting at “We’ve got a lot of fog… until the end of the next paragraph.)  When I read I felt sad because the fog and the tall building next his house makes it feel dark and dreary.  When is said the house was falling apart, but that is all we can afford, and that mom sleeps on the couch, makes me feel even sadder for them.  So the mood of this part of the book is sadness.  It’s important to understand that Readers understand the mood of the story by creating vivid images. |
| **Active Involvement:**  Now it’s your turn, I’m going to read the next paragraph about Leigh’s neighborhood.  Close your eyes and create vivid, detailed images of what you hear.  (Teacher reads next paragraph, and projects text on overhead)  (2 min Think-Pair-Share)  Readers understand the mood of the story by creating vivid images. |
| **Link:**  As you read today try to create vivid images that help you understand the mood of the story.  We will share it during our share time, so come prepared ready to share with your partner how your vivid image helped you discover the mood of the story.  Readers understand the mood of the story by creating vivid images. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Give students 5 minutes to share with their partner) |

**Unit 1 Mini Lesson 8**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Reading Between the Lines and Coauthoring the Text |
| **Teaching point:** | Readers make sense of the story by being alert to shifts in time and place. |
| **Catchy Phrase:** | Use the illustrations and words to help you keep track of passing time and change in setting. |
| **Text:** | Harry, Willy y Coco Rojo by Judith Caseley  (Harry, Willy and Carrothead)  En casa de mis padrinos by Suzy Blackaby |
| **Chart:** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.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).  5.RL.5  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Readers, during the last couple of weeks, we’ve been talking about how we value our books and share them with others.  We’ve also been talking about how important it is to learn to read between the lines, which we call inferring.  All of these strategies help us to become better readers.  Today, we are going to learn to notice when there is a change in time or setting.  This is an important strategy because while you are reading a part of a story, it’s good to be able to remember what happened before the part that you are reading.  Books often switch settings, so we need to be alert to those changes.  Use the illustrations and words to help you keep track of passing time and change in setting. |
| **Teach:**  Watch how I notice when the time or place changes in two stories.  This first story is called Harry, Willy y Coco Rojo.  It is a story about a little boy who has one hand.  (Turn to page 4 and 5 of the story.  It shows him as a baby, a toddler and a young boy.  Read the two pages.)  Boys and girls, I’m noticing that the illustrations show Harry at three different ages.  In this picture, (point to baby) he is in a crib, so he must be a baby.  In this picture, (point to toddler pic) he is walking, so he must be a little older.  In this picture, (point to young boy painting) he is even older.  The illustrations helped me to understand that time has passed.  (Turn to page 2 of En casa de mis padrinos.)  This story is about a family and their summer visit with their relatives.  I’m going to read the first couple of paragraphs and see if there is a change of time or place.  (Read paragraphs 1 & 2 )  I notice in the third sentence, it says that each summer we go to visit and stay for a short time with their relatives in the country.  That tells me that they have to travel somewhere away from home.  That indicates a change in setting from one place to another.  It’s important to understand that, because otherwise, a reader might think that the kids live in the house in the picture.  I did a good job using the illustrations and the words in the stories to show me how time passed and how the setting changed. |
| **Active Involvement:**  (Students have brought one book from their book bag to the carpet.)  In just a moment, you will get a chance to look at a book from your book bag.  Use the illustrations and words to help you keep track of passing time and change in setting just like I did.  I will give you a minute to look for a spot in your book and then I will direct you to show it to a partner.  When you find a change in setting or time, put your book, face down, on the floor so I know that you are ready.  (Provide time for students to look in their books.)  Okay, now you will share what you found with your partner.  Show them the illustrations or read the words that you found showing a change of time or setting.  (Partners share and teacher listens for positive examples to share.)  I noticed how Maria and George were taking turns sharing how the illustrations and the words indicated a change of time or setting. |
| **Link:**  From now on, whenever you are reading a book, pay attention to how the author shows you changes in time and setting.  Remember what we talked about today.  Two ways that you can do this are by using the illustrations and the words in the book to help you stay alert to changes in time and setting. |
| During independent time, you will have a chance to practice this today along with all of the other strategies you already know.  Remember, you will be a much better reader if you use the illustrations and the words in the book to help you stay alert to changes in time and setting.  **Mid-Workshop Teaching Point:**  Does anyone want to share a place in their story where the setting changed or time went by? |
| **Share:** |

**Unit 1 Mini Lesson 9**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Reading Between the Lines and coauthoring the text |
| **Teaching point:** | Readers deepen their understanding by recognizing references made to other parts of the book or other books in the series. |
| **Catchy Phrase:** |  |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan |
| **Chart:** |  |
| **Standard:** | 5.RL.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.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).  5.RL.9  Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Readers understand references made in other parts of the book or other books in the series to deepen their understanding.  Remember yesterday when we talked about shifts in time and place.  We learned that the illustrations and the words can alert us to changes in the story.  Sometimes when we are reading one part of the story, we remember something that happened at an earlier time that is connected to what is happening now.  Authors expect that you will recall previous events in the story.  You won’t follow the story well unless you keep the whole story in your mind and make it meaningful for yourself, and that is called synthesis.  Readers deepen their understanding by recognizing references made to other parts of the book or other books in the series. |
| **Teach:**  We’ve been reading Esperanza Rising, and yesterday when we read the part where Esperanza and her family get the box of clothes, I had to remember something that happened earlier in the story.  I know people who often get clothes from other people, and it’s not a big deal.  So when the nuns left the trunk with the clothes from the poor box and Esperanza didn’t realize it was for them, I wondered why?  Listen while I reread that section.  (Reread the middle of page 52 and the top of 53, when the nuns leave the clothes from the “poor box.”)  I thought about it for awhile and remembered that at the beginning of the story, Esperanza was the only child in a rich family and she always got everything new.  It’s no wonder that she didn’t realize those clothes were for her because she wasn’t accustomed to that.  Sometimes, when you are reading a series of books that are telling the story, you have to think about the books that came before the one you are reading.  For example, in the Harry Potter series, Harry has a scar on his forehead that people always notice.  That scar is a sign that Harry is a very important person in the wizarding world.  The only time that it is really explained is in Book One.  But people notice it and talk about it all through the series.  It also throbs and hurts when he gets close to Voldermort or any of his Death Eaters.  If you don’t remember what happened in Book One, and you don’t know about Harry’s scar, then you won’t know why it’s throbbing or why people are so interested in it.  Readers deepen their understanding by recognizing references made to other parts of the book or other books in the series. |
| **Active Involvement:**  (Turn to pages 69-70, when the little peasant girl wants to see the doll.)  In just a moment, you will get a chance to practice what I just showed you with your reading partner.  I’m going to read the part of the story when Esperanza is on the train and a little peasant girl wants to see her doll.  While I’m reading, pay close attention to what Esperanza does and ask yourself, why is she acting this way?  Remember, readers deepen their understanding by recognizing references made to other parts of the book or other books in the series.  (Read pages 69-70 aloud.  Provide time for partners to work together, and listen for examples that you can share with the group.)  I heard Juanito telling Jorge that he thought Esperanza was a spoiled brat.  Then, Jorge said, “But it was the last present her dad bought for her before he died.”  Jorge and Juanito did a good job remembering that readers deepen their understanding by recognizing references made to other parts of the book or other books in the series. |
| **Link:**  From now on, whenever you are reading a book or series, you will need to be able to remember things that came before.  It could be in the same book, or in an earlier book in a series you might be reading.  Authors expect that you can do this on your own. |
| During independent time, you will have a chance to practice this along with all of the other strategies you already know.  You will be a much better reader if you remember that readers deepen their understanding by recognizing references made to other parts of the book or other books in the series.  **Mid-Workshop Teaching Point:** |
| **Share:** |

**Unit 1 Mini Lesson 10**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | Reading Between the Lines and coauthoring the text |
| **Teaching point:** | Readers overcome difficulty by using all of their strategies. |
| **Catchy Phrase:** |  |
| **Text:** |  |
| **Chart:** |  |
| **Standard:** | 5.RF.4  Read with sufficient accuracy and fluency to support comprehension..  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings  5.SL.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.  a.   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. |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Yesterday, deepened our understanding by recognizing references made to other parts of the book.  Today we’re going to talk about strategies that we use to understand difficult parts of a story.  There are many strategies that you’ve learned in the last 5 years that you’ve been reading.  It’s time to pull in all the strategies.  Listen: Readers overcome difficulty by using all of their strategies |
| **Teach/Inquiry:**  We have been reading for many years and have strategies we use when we come across a difficult text.  What are some of the strategies you use?  Turn and talk to your neighbor about what you do. (wait 2 minutes and listen to responses.  Write down responses in a brainstorming web)(here are some examples)  https://lh5.googleusercontent.com/wL0SSYtD1ziuF15BKS8KYH7g9UZCf1NhQrtdjeLYdlgk_BKU26ueEwhdcAyOrBRpdiJgU21jd9K-hauqZiIXIGlXmm6Wy24gRryOUf3HXFz2rGTlxigw258pftjuAMLrrA  Readers overcome difficulty by using all of their strategies |
| **Active Involvement:**  Look at the strategies we’ve brainstormed today.  Think about which ones you use the most, and how they help you when you’re stuck.  (30 sec think) Share now with your partner.  Now think about which of these strategies you would like to try today. (30 sec think)  Share which strategy you’d like to try today.  Remember that: Readers overcome difficulty by using all of their strategies. |
| **Link:**  As you read today remember to use all of the strategies that you know when you get stuck, but pay special attention to the one you choose to focus on today.  During sharing time you will share with your partner how your strategies helped you overcome a difficult part in the book.  Remember:  Readers overcome difficulty by using all of their strategies |
| **Mid-Workshop Teaching Point:** |
| **Share:** Meet with your partner and talk about a strategy you used today. |

**Unit 1 Mini Lesson 11**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | The Art Of Literary Conversation |
| **Teaching point:** | Readers respond purposefully by deciding how much and what to write. |
| **Catchy Phrase:** |  |
| **Text:** | Dear Mr. Henshaw p. 21  (Have students bring the book they are reading to the carpet with a sticky note) |
| **Chart:** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.W.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.)  5.W.8  Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Last day we meet we learned about using all of our strategies to better understand our stories.  Today we are going to do something different that just reading.  It’s important to understand that Readers respond purposefully by deciding how much and what to write.  Many of you may have spent time writing about what you’ve read.  Today I’m going to teach you how to decide how much to write and what would be worth writing. |
| **Teach:**  When I read, I need a pencil in my hand.  If you were to look at the books I own, you would see that I write all over them.  That helps me understand what I read.  It helps me tag an important part that I might want to go back to reread or share with a friend.  When it is not my own book, then I like to use sticky notes.  I always use them as my bookmark and when I find a part I want to write about, it is right there to use.  Then I get a new sticky note to use as a book mark.  (Project *Dear Mr. Henshaw* p.21 on the doc cam and read it aloud to the class.  Think aloud different notes you would want to add as you read.  Show them how to write notes and stick them in the book. (For example:)  As I read about how the house was covered with fog, small and run down, and overshadowed by a 2 story house, I got a great sense of sadness and I would want to comment on a sticky not writing “How depressing.  I am glad I do not live there.” on it.  Also as I read this page it made me think of my aunt who was from California.  I would put a sticky that just says “Aunt?” to remind me to ask her if she is close to “California’s Great Central Valley” and to ask her about it.  You’re not going to put a sticky not on every page.  It depends on the purpose you are reading.  Some books you may have only a few stickies, while other books may have more.  You never jot down notes, just to do it, you ALWAYS have a purpose.  Readers respond purposefully by deciding how much and what to write. |
| **Active Involvement:**  Now it’s your turn to practice.  Take a minute to look in what you read yesterday and decide what was worth taking notes about and write a brief note on your sticky.  (give 2 mins)  Now that you are done, please share with your partner what you choose and why it was important. (give 1 min)  Writing on a sticky is one way: “Readers respond purposefully by deciding how much and what to write.” |
| **Link:**  As you read today, make sure that you don’t write too much, that you purposefully decide what to write and how much.  We will be sharing out today in partners, so make sure you can come to group prepared to share. |
| **Mid-Workshop Teaching Point:**  One thing readers do when they are done with their books is to take their sticky notes and put them in their reading journal, to keep track of their thoughts and ideas. |
| **Share:**  Meet with your partner and show your partner what you wrote and why you wrote it. |

**Unit 1 Mini Lesson 12**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | The Art Of Literary Conversation |
| **Teaching point:** | Readers inspire others by talking with passion and insight about their books. |
| **Catchy Phrase:** |  |
| **Text:** | Dear Mr. Henshaw, students own books |
| **Chart:** |  |
| **Standard:** | 5.RL.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.SL.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.  a.   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.  b.      Follow agreed-upon rules for discussions and carry out assigned roles.  5.SL.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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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Yesterday we worked on Readers responding purposefully by deciding how much and what to write.  We used sticky notes to jot down important parts of the book.  Today, we will continue working on using sticky notes, and we will learn that “Readers inspire others by talking with passion and insight about their books.”  We all love talking about the interesting movie we saw, or our favorite video game.  When we get excited about something we want to share that excitement with others.  In the same way readers inspire others when they talk with that same excitement or passion about their books. |
| **Teach:**  When you meet up with your partner to talk about your book, your goal is to make the book sound so interesting that your partner will want to read it.  Think about a movie trailer, why do movie producers make them?  Because they want to entice use to watch their movie.  If you go to youtube, and type in “book trailers” you will find many passionate and insightful videos people have made to make you read their books.  Here is an example of one for “Dear Mr. Henshaw.” (Show this video or one like it about a book trailer from youtube on the projector <https://www.youtube.com/watch?v=6A3Sa4gFGJA>)  What do you notice was done here to make you want to read the book?  (Possible answers: Didn't give away the ending.  Pulled out important and enticing quotes to share.  Makes you wonder what will happen next.  The music was full of passion.)  You can do these things as you share about your book.  Readers inspire others by talking with passion and insight about their books |
| **Active Involvement:**  Now it’s your turn to try this.  Think about your books that you are reading.  What part of your book excited you?  What can you share about your book that would inspire you partners to want to read it too?  I’m going to give you a minute to think before you share.   ( Give 1 min to think)  Remember: “Readers inspire others by talking with passion and insight about their books”  It’s time for partner A to share and try to inspire partner B to read his/her book. (give 1 min)  I heard many great passion when \_\_(share and example of a student).  Now partner B will share. (1 min)  This time I heard (Student)  really give some insights into the book that made (students partner) want to read it. |
| **Link:**  It’s almost time for you to go and read your book.  I’d like everyone to have a sticky note and pencil with them, so that as you read you can jot down ideas that you will share during sharing time.  As you’re reading keep in mind your partner, and what would help them be inspired to read your book after they’ve finished their own.  Don’t forget, “Readers inspire others by talking with passion and insight about their books” |
| **Mid-Workshop Teaching Point:**  Listen up:  Raise your hand if you have already used at least one sticky to help you share during sharing time in a few minutes.  Great!  If you haven’t, there's still time to find something that will inspire your partner to read your book. |
| **Share:**  It’s time for you and your partner to share, this time partner B will share first.  (Give 1 min)  Now it’s time for partner A to share. (Give 1 min)  I heard …(share a few examples that you hear) |

**Unit 1 Mini Lesson 13**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | The Art Of Literary Conversation |
| **Teaching point:** | Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books. |
| **Catchy Phrase:** |  |
| **Text:** | Dear Mr. Henshaw, Charlotte’s Web |
| **Chart:** | Box and T-Chart |
| **Standard:** | 5.RL.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). |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Last time we meet we learned that, “Readers inspire others by talking with passion and insight about their books.”  Today we’re going to take this a little further by deepening our literary conversations by making comparisons, retelling, analyzing and making allusions between books.  As a class we are reading Dear Mr. Henshaw, which is about Leigh and his struggles.  Most of you have read heard about Charlotte’s Web, which is about the spider Charlotte, who helped her friend pig Wilbur.  Today we’re going to use these books as an example to deepen our literary conversations by making comparisons, retelling, analyzing and making allusions between books. |
| **Teach:**  Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books.  Today I am going to teach you how to use a graphic organizer called “Box and T-chart” to compare and contrast two books.  I am going to compare Dear Mr. Henshaw with Charlotte's Web because those are two novels that we all know well.  To start, lets look at how the two books are similar. (See chart below to guide your discussion.  Do not feel like you need to add all of these examples.  Just pick a couple to show how it is done and leave a few obvious examples missing for the kids to share during active involvement.  Compile a list of similarities with your class)  Now lets look at differences.  We make a t-chart for this part. (compile a list of differences)  Remember that it is okay to back and add similarities too.  When I start thinking of differences, also reminds me of similarities.  https://lh6.googleusercontent.com/V6xtb4GtRa6lqZbMwfiXE3FA3JMfC-3Pi5gTgnyv-Ri1VYTxJxjfDJeKhTlLZM_aEjrNJIwuQKEjuQiXN0buQ52H5jt8RUnSy4XN0J08anZ7iOJSoOfH1e5oa86qKBUslQ |
| **Active Involvement:**  Now it’s your turn to think about how these books and characters are alike and different.  I’m going to give you 1 minute to think before you share with your partner.  (give 1 min)  Now partners talk about how these books are alike and different, just remember to keep away from too obvious answers like one’s a pig and the other is a human.  (give 2 min to share)  (Listen for similar things you see in the example box and T-chart to share)  Remember: Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books  Great I overheard (student say,...)  I’m going to add this to our chart. |
| **Link:**  As you read today, I’d like you to use your stickies and quickly jot down similarities and differences you find in your own book with either of these books.  Remember you have to decide what is worth jotting down, it may just be an arrow to a part of the book that is similar to either Charlotte’s Web or Dear Mr. Henshaw.  Readers have deep literary conversations by making comparisons, retelling, analyzing and making allusions between books.  When we come back during sharing time we will share some of what you found. |
| **Mid-Workshop Teaching Point:**  Listen up:  Raise your hand if you have already used at least one sticky to help you share during sharing time in a few minutes.  Great!  If you haven’t, there's still time to find something that is similar or different that you can share with the class. |
| **Share:**  Welcome back readers!  (Hopefully you had time to pre-select a few examples to share, if not you can always ask: Who has something they can share?):) |

**Unit 1 Mini Lesson 14**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | The Art Of Literary Conversation |
| **Teaching point:** | Readers use their voice to enhance the meaning that’s implied between the lines. |
| **Catchy Phrase:** |  |
| **Text:** | Dear Mr. Henshaw (pg 51-53) (or poems pg 41-42) |
| **Chart:** | Project text from pg 52-52 on screen. |
| **Standard:** | 5.RF.4 Read with sufficient accuracy and fluency to support comprehension.. |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Yesterday we worked on Readers having deep literary conversations by making comparisons, retelling, analyzing and making allusions between books.  We created a box and t-chart on Charlotte’s Web and Dear Mr. Henshaw.  Today, we will be using our voice to enhance the meaning that’s implied between the lines.  Often there is meaning in the story that is showed by what characters do and say, rather than just the author saying it in words.  One way readers can pull out that hidden meaning that we find between the lines is to use our voice show what is happening. Let me teach you how to do this. |
| **Teach:**  What does a good reader sound like?  I am going to read a passage of “Dear Mr. Henshaw to you” two different ways and I want you to tell me which one sounds like an expert reader.  (Start reading at the bottom of pg 51 with “Me: Mom, how come you don’t get married again…”  and stop half way down pg 52.  The first time read it fast without pausing or adding expression.  For fun you can make it sound like a robot.)  Give me a thumbs up, sideways or down.  How well did you think I read that.  (Now read the same passage with expression reading it slower and you can even add voices to make mom sound like a mom and “me” sound more like a 5th grade boy.)  How well did I read it that time?  Which way sounded like a better reader?  Did you notice how reading it faster does not always mean that you are reading it well.  Slowing down and adding expression helps you to understand the mood and underlying meaning better  Remember: Readers use their voice to enhance the meaning that’s implied between the lines. |
| **Active Involvement:**  Remember always that, “Readers use their voice to enhance the meaning that’s implied between the lines.”  Now it’s your turn with your partner.  One will be the mom and the other will be Leigh.  Starting where we left off in the class practice reading it with the meaning the is implied between the lines.  If you’re not sure take the time to talk about how you think it would be said and why.  (give 2 min to practice)  Wow! I heard a lot of you really using your voices to enhance the meaning.  (Pick a student or two that you hear do a good job to demonstrate). (I heard someone way, “Why are you asking me all of these question?” as if they were mad, do you think the mom was mad?  How else might she have asked this question?) |
| **Link:**  Today, as you read, look for places that you can use your voice to enhance the meaning of the part in your book.  When we come back and share, I’d like to share out some examples of how doing this helped you understand what is occurring in your book, and the mood that is often hidden between the lines.  Not just today, but everyday remember that, “Readers use their voice to enhance the meaning that’s implied between the lines.” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Share some examples, and how this helped them understand the implied meaning) |

**Unit 1 Mini Lesson 15**

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| **Unit of Study:** | Agency and Independence |
| **Goal:** | The Art Of Literary Conversation |
| **Teaching point:** | Readers reflect on their reading lives by analyzing their reading logs. |
| **Catchy Phrase:** |  |
| **Text:** | (Pull a few examples of student reading to show as a demo) |
| **Chart:** |  |
| **Standard:** | 5.RL.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (using own reading log as text)  5.RL.10  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  This is the last lesson for this unit!!! We’ve learned so much, even yesterday we practice using our voice to pull out the hidden meaning that is between the lines.  Today, we’ll use our reading logs and as “Readers reflect on our personal reading lives by analyzing our reading logs.”  Just as we looked at Messi vs. Ronaldo, we’re going to analyze our own data in our own personal reading logs.  ***https://lh4.googleusercontent.com/JHgISRhynNGAjP5PpixVlRAHYd9YY-nbwzTjkj2GZIJT_oIbcK_nTQM9wig6ObWAzGjkWuSSKhksY0XGIeJ-YXmcfy9YW7_GHMsxtEXsCGODLuATZ1wkamtGHU7qPmyJ0Q*** |
| **Teach: (Put up a couple examples from students (calendar, list, graph)**  As we look at our reading logs today, your guiding questions  will be: What have you learned about yourself as a reader by analyzing your reading log? How have you improved?  Let’s start by asking a couple students to share their reading logs with us and see what we can infer?  (Before the lesson pick a couple reading logs that show improvement perhaps in the sticky notes messages becoming more complex, the amount of pages increasing, the types of texts read varying, exc.  Whatever shows improvements that you would like to celebrate that is shown in the reading logs)  (You can also make up your own reading log to show some examples of how you improved or what it tells about you as a reader.)  Soon you’re going to analyze your own and your partners.  Here are some sentence frames that may help you:  I noticed that you….  I wonder … because…  Right here...I see...  You have improved in ... |
| **Active Involvement:**  Now it’s time for you to spend a minute to look over your own reading log and analyze it.  As you do this ask yourself these questions:  What have you learned about yourself as a reader by analyzing your reading log?  How many pages am I reading daily?  How have my book choices changed?  (give 1 minute)  Readers reflect on their reading lives by analyzing their reading logs  You’ve just finished analyzing your logs, it’s time to take turn sharing with your partner. (1min)  Now, switch books and see if you can analyze even further your partners reading log and see what this teaches about him/her as a reader.  (give 1 min)  Readers reflect on their reading lives by analyzing their reading logs  You’ve just finished analyzing your partners logs, it’s time to take turn sharing with your partner, what you’ve learned about them. (1min)  I’ve overheard (give a few examples of aha’s that will help others reflect about their reading)  (Example, Maria learned that Jennifer really enjoys adventure books, maybe she’d also like mystery, because they are similar genres.) |
| **Link:**  As you go off to read today remember that, “Readers reflect on their reading lives by analyzing their reading logs.” |
| **Mid-Workshop Teaching Point:**  (you may want to pull small groups of those struggling with their logs and show other ways, one example would be to graph it, so it is very visual for those struggling) |
| **Share:**  So you see there are many ways of keeping a reading log, we’re going to do lines of communications, so that you can see how others are doing theirs, because we’ll be starting a new unit soon, and you may want to change the way you organize your log.  Also I would like you to share one inference you made about your log as you talk during lines of communication. |