

# TCRWP Unit 1-- 5th : Interpretation Book Clubs

## Big Ideas/Overview:

- 5th graders need to challenge themselves to read thoughtfully and write well about their reading
- Readers who write can see more in a text
- Books are meant to be read and thought about deeply. Taking small ideas and turning them into theories.

## Skills/Standards

### Analyzing Parts of a Story in Relation to the Whole

- I used literary language to write about how this part or story element is important to the whole story.
- I discussed how this part supports a larger idea or theme in the text.

### Analyzing Author's Craft

- I identified the craft techniques the author used.
- I wrote about the goals the writer might have had in mind.
- I used literary language in my response.
- I wrote about how the text would have been different if the author had made different craft choices.

### Determining Theme

- I wrote about more than one theme that the story develops.
- I discussed how parts of the text develop each theme, and mentioned key details.
- I discussed the technique(s) the author uses to highlight at least one of the themes.

### Comparing and Contrasting Themes & Story Elements

- When I read several texts, I could discuss how the same theme was developed in similar and different ways across the texts.
- As part of this, I discussed how author's craft was used differently in each text to develop the theme.

## BEND 1 Writing about Reading with Voice and Investment

*This bend focuses on launch the reader's workshop and engaging students with writing about their reading in ways that are deeply purposeful.*

*You'll teach students different strategies to lift the level of their writing: noticing small details and making more of them, grounding their thinking in specific text evidence, considering the perspective the story is told from, and doing some analytic thinking as they read, so that they are sorting, ranking, and comparing.*

1. Taking Charge of Your Reading Life
2. Writing Well about Reading
3. Writing about Reading Means Reading with a Writerly Wide-Awakeness
4. Grounding Your Thinking in the Text and Carrying It with You as You Read On
5. Whose Story Is This, Anyway?: Considering Perspective and Its Effects
6. Learning to Think Analytically
7. Having Second Thoughts: Revising Writing about Reading

## BEND II Raising the Level of Writing and Talking about Literature

*In Bend II, you'll launch students into book clubs, and coach them as they find themes in their books. Across the seven days, you'll ask students to study the struggles characters face and consider what they can learn from those struggles. You'll teach them that readers get initial interpretations about their books, and then they read on with those interpretations in mind, revising as needed.*

*You'll also invite students to lift the level of their book club talk by debating and by studying other clubs' talk as a template for the moves they could make.*

8. Launching Interpretation Book Clubs
9. Characters—and Readers—Find Meaning in the Midst of Struggle
10. Seeing a Text through the Eyes of Other Readers
11. Linking Ideas to Build Larger Theories and Interpretations
12. Reading On, with Interpretations in Mind
13. Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence
14. Reflecting on Ourselves as Book Clubs

## BEND 3 Thematic Text Sets: Turning Texts Inside Out

*In Bend III, you'll coach students to think about themes across multiple texts, comparing and contrasting the ways that two authors develop the same theme differently.*

15. Two Texts, One Theme: A Comparison Study
16. Rethinking Themes to Allow for More Complexity
17. Comparing Characters' Connections to a Theme
18. Studying the Choices an Author Did Not Make to Better Understand the Ones They Did
19. Delving Deeper into Literary Analysis: Reading as Writers
20. Celebrating with a Literary Salon

**Writing Well About Reading**

- Read knowing you'll write, seeing more.
- Read upcoming text with the ideas you wrote about in mind.
- Aim to notice more elements of the story.

**Drawing on All You Know to Read Well & Interpret Texts**

- Read alertly. See details as meaningful.
- Uncover life lessons or messages: Name a big problem or challenge faced by the main character.
- Look for a moment when something related to that problem shifts.

**To Deepen Interpretation, Readers Can...**

- Compare and contrast the way a theme develops across texts.
- Study settings, characters, and key scenes to develop new thinking.
- Revise interpretations to make them more nuanced & precise.
- Compare how different characters connect to a common theme.
- Revise your theme statement to include all perspectives.
- Consider the choices authors could have made and the ones they did make.

**Other Strategies:**

- Push yourself to grow new ideas.
- Use your own thinking, exploring voice.
- Ratchet up the level of your writing—REVISE!
- Be open to seeing the text differently through other readers' eyes.
- Connect ideas to form bigger theories.
- Read on, using your interpretation as a lens.
- Study an author's goals and techniques.

# TCRWP Unit 2-- 5th: Tackling Complexity: Moving up Levels of Nonfiction

## Big Ideas/Overview:

- The beginning of this unit lets your kids in on a big secret: nonfiction texts are becoming more complex, and the reading strategies that once could be used to make meaning won't always work with these more complex texts.
- Students study and apply this complex strategy work by researching any topic in the world they're interested in.
- Students grow in their abilities to identify and infer main ideas, accumulate topic-specific vocabulary, and rise to meet the reading challenges set forth by the books they read.
- Becoming more skilled with complex texts gives us access to knowledge and interests outside of the classroom.

## Skills/Standards

### SUMMARY/MAIN IDEAS & DETAILS

- I wrote about more than one main idea.
- I included carefully selected details that support each main idea.
- I kept my own opinions separate from the ideas in the text

### ANALYZING AUTHOR'S CRAFT

- I identified craft techniques the author used.
- I wrote about the writerly goal(s) the author seems to have been aiming toward.
- I used academic language.
- I elaborated on how these techniques support the author's goals, in at least a few sentences.
- I wrote about how the text would have been different if the author had made different craft choices.

### INFERRING WITHIN TEXT/COHESION

- I wrote about the major relationships between things or ideas in the text.
- I came up with my own ideas about relationships/ interactions between events, ideas, key concepts.
- I used academic vocabulary.

### COMPARING & CONTRASTING

- When reading two texts that were in some ways similar, I wrote about how the information in one text was somewhat different (and somewhat the same) as the information in other text.
- I also compared and contrasted the texts (or parts of texts) in terms of perspective, craft, and/or structure.
- When the texts contradicted each other, I thought, "Which author is on which side of the disagreement?" and I tried to figure out why the two authors might each say something different.

## BEND 1 Working with Text Complexity

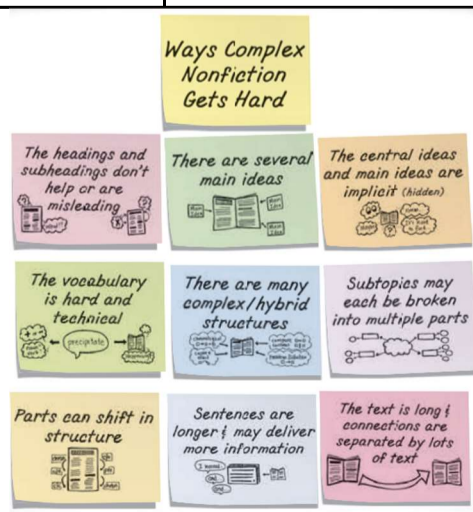
*Across this bend, you'll lead students through a giant investigation into the ways nonfiction texts are becoming complex. You'll teach them new ways their nonfiction texts are getting tricky and you'll teach them strategies that will help them tackle the tricky parts.*

1. The More You Know, the More You See
2. Orienting to More Complex Texts
3. Uncovering What Makes a Main Idea Complex
4. Strategies for Determining Implicit Main Ideas
5. Using Context to Determine the Meaning of Vocabulary in Complex Texts
6. Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary
7. Complex Thinking about Structure: From Sentence Level to Text Level
8. Rising to the Challenges of Nonfiction
9. Summarizing as Texts Get Harder

## BEND II Applying Knowledge about Nonfiction Reading to Inquiry Projects

*This bend is all about helping students apply what they've learned about reading complex nonfiction to their own nonfiction reading projects. They'll conduct research in different ways, sometimes doing primary research where students conduct interviews and make observations, and other times doing secondary research where they read/view sources. Each day, kids should be reading, jotting notes, and growing their ideas about their topic.*

10. Learning from Sources
11. Learning from Primary Research
12. Coming to Texts as Experts
13. Writing about Reading in Nonfiction
14. Lifting the Level of Questions (Using DOK) to Drive Research Forward
15. Synthesizing across Subtopics
16. Writing about Reading: From Big Ideas to Specifics
17. Comparing and Contrasting What Authors Say (and How They Say It)
18. Critically Reading Our Texts, Our Topics, and Our Lives
19. Living Differently Because of Research



# TCRWP Unit 3-- 5th : Argument and Advocacy Researching Debatable Issues

## Big Ideas/Overview:

- When we have an informed viewpoint, communicate it clearly, and listen to others we live more informed lives and can advocate for change.
- Readers need skills to tackle complex texts in order to research and make arguments.

## Skills/Standards

### SUMMARY/MAIN IDEAS & DETAILS

- I wrote about more than one main idea.
- I included carefully selected details that support each main idea.
- I kept my own opinions separate from the ideas in the text

### ANALYZING PARTS OF TEXT IN RELATION TO WHOLE

- I wrote about how one part fits with the whole structure and with the main idea(s).
- I used academic language to explain how one part is important to the whole text (e.g., it illustrates an idea/claim, it shows the implication of an idea).
- If the text was an argument, I explained which details went with which points

### CROSS-TEXT SYNTHESIS

- I put together information and ideas about a subtopic.
- I included information from several sources.
- I formed categories (my own headings) and sorted the information that way.

### ANALYZING PERSPECTIVE

- When one author said one thing and another, something different, I could notice this. I tried to explain the differences. Was one text a firsthand account and the other, secondhand?
- I named the point of view and discussed how the author's point of view probably affected the slant in which the information was presented or the choice of information.
- I noted when the texts showed different points of view.
- I wrote reasons why the narrator probably thought/felt as s/he did (when possible)

## BEND I Investigating Issues

*Students work in research clubs to research one issue, chosen from several options around which you have text sets. We have made the choice not to have students research the WW topic because students will already be writing about this issue in writing workshop and studying it as a class demonstration study during your read-aloud time and minilessons in reading workshop. Students will likely not want to study that same issue in their clubs.*

1. Argument Intensive
2. Organizing an Ethical Research Life to Investigate an Issue
3. Letting Nonfiction Reading on an Issue Spur Flash-Debates
4. Mining Texts for Relevant Information
5. Strengthening Club Work
6. Readers Think and Wonder as They Read
7. Summarizing to Hold On to What Is Most Essential
8. "Arguing to Learn"

## BEND II Raising the Level of Research

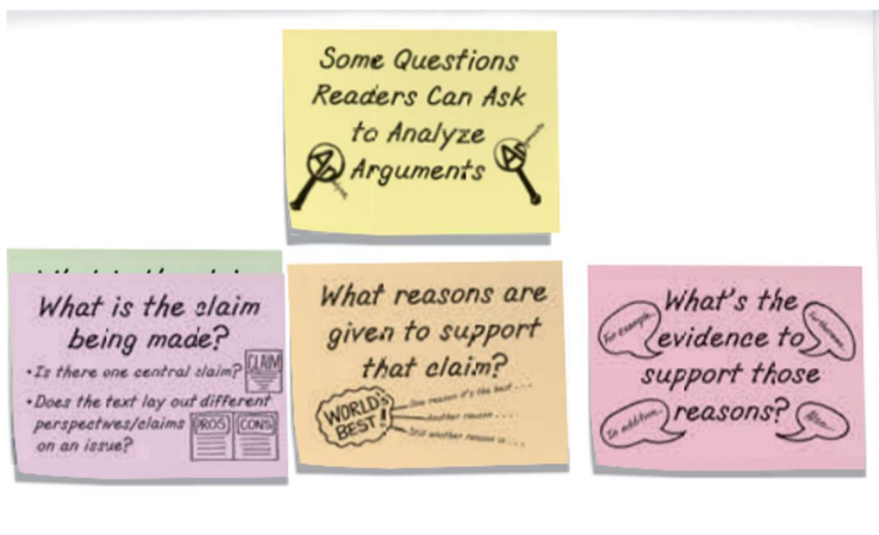
*Students study the same issue they studied in Bend I because now that they have a basic understanding of the issue, they can begin to reread (and read) more analytically—considering perspective, craft, and the strength of the author's argument.*

9. Moving beyond Considering One Debatable Question
10. Raising the Level of Annotating Texts
11. Reaching to Tackle More Difficult Texts
12. Who Said What? Studying Perspective
13. Considering Craft
14. Evaluating Arguments
15. Day of Shared Learning

## BEND III Researching a New Issue with More Agency

*Each club begins to research a new issue and prepare to debate that new issue. This will allow them to have the chance to go through the process of researching an issue with more independence.*

16. Diving into New Research with More Agency and Independence
17. Letting Conversations Spark New Ideas
18. Talking and Writing Analytically across Sources
19. Reading Nonfiction with the Lens of Power
20. Advocacy
21. Readers Take Their Researcher-Debating Selves into the World



## TCRWP Unit 4-- 5th-- Fantasy Book Clubs

### Big Ideas/Overview:

- Fantasy novels teach us to become more skilled readers. We learn how to follow complex storylines and characters, and dive deep into symbolism and themes.
- Powerful stories stick with us. They make us think, inspire us, teach us, help us to love reading.
- One goal of this unit is to pump up the volume and passion for reading some pre-adolescents might have lost on their way toward the end of the school year.
- Another goal is for students to learn how to read, expecting to deeply interpret texts, all texts, by learning to identify and understand some of the hallmarks of the literary canon, using seemingly frivolous fantasy books as their jumping off point.

### Skills/Standards

#### Analyzing Parts of a Story in Relation to the Whole

- I used literary language to write about how this part or story element is important to the whole story.
- I discussed how this part supports a larger idea or theme in the text.

#### Analyzing Author's Craft

- I identified the craft techniques the author used.
- I wrote about the goals the writer might have had in mind.
- I used literary language in my response.
- I wrote about how the text would have been different if the author had made different craft choices.

#### Determining Theme

- I wrote about more than one theme that the story develops.
- I discussed how parts of the text develop each theme, and mentioned key details.
- I discussed the technique(s) the author uses to highlight at least one of the themes.

#### Comparing and Contrasting Themes & Story Elements

- When I read several texts, I could discuss how the same theme was developed in similar and different ways across the texts.
- As part of this, I discussed how author's craft was used differently in each text to develop the theme.

### **BEND I Constructing and Navigating Other Worlds**

*Students will be reading books in clubs, using the support and energy of each other, in order to lose themselves in the world of the story.*

*While you teach students ways to track characters, learn alongside them and suspend disbelief.*

1. Researching the Setting
2. Learning alongside the Main Character
3. Keeping Track of Problems that Multiply
4. Suspending Judgment: Characters (and Places) Are Not Always What They Seem
5. Reflecting on Learning and

### **BEND II More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns**

*With this new comfort in reading fantasy, students are positioned to begin looking beyond the fancy trappings of fantasy and into the more serious comprehension work.*

*Students will read and notice that fantasy writers, are often more able to craft just the perfect creature or fantastical world to represent the themes and concepts they want to relate.*

6. Here Be Dragons: Thinking Metaphorically
7. Readers Learn Real-Life Lessons from Fantastical Characters
8. Quests Can Be Internal as Well as External
9. Comparing Themes in Fantasy and

### **BEND III When Fact and Fantasy Collide**

*It is in this bend that students will look at historical, real-life themes and move into more connections between nonfiction and fantasy.*

*The overarching hope for this part of the unit is that students will come to understand that fantasy has more in common with the real world than perhaps even realistic fiction.*

11. Using Information to Better Understand Fantasy Stories
12. Using Vocabulary Strategies to Figure Out Unfamiliar Words
13. Fantasy Characters Are Complex

### **BEND IV Literary Traditions: Connecting Fantasy to Other Genres**

*In this bend students will learn that fantasy readers have muscles that can lift the reading in all genres. They will begin this work by considering how cultures are portrayed in the stories they read.*

16. Paying Attention to How Cultures Are Portrayed in Stories
17. Identifying Archetypes
18. Reading Across Texts with Critical Lenses
19. The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything

Raising the Level of Book Clubs

History  
10. Self-Assessing Using Learning Progressions

14. Investigating Symbolism  
15. Interpreting Allegories in Fantasy Stories

20. Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger

**Sophisticated Readers of Fantasy...**

- Research the setting.
- Ask about power—who has it, evidence, kinds of power.
- Learn alongside the main character.
- Keep track of multiple problems.
- Suspend judgment about characters and places.
- Read metaphorically:

  - Consider the "dragons" characters face
  - Apply life lessons learned in fiction to their own lives
  - Consider internal as well as external quest structures
  - Compare themes in fantasy and history

**Expert Fantasy Readers Dig Deeper to Unearth the Hidden Layers of ALL Texts**

- Pay attention to how cultures are portrayed in stories.
- Consider how characters, settings, and plotlines may vary across stories & cultures.
- Use text features to better understand a story.
- Use their knowledge of archetypes to make predictions, inferences, and interpretations.
- Analyze a story by using lenses, such as being alert to stereotypes & gender norms.
- Figure out if a story is a master narrative (expected) or a counter narrative (disruptive, unexpected).
- Apply their fantasy reading skills to reading other genres.