

Unit 1 Reading: Interpreting Book Clubs-Analyzing Themes

Content Area: **Language Arts**
 Course(s):
 Time Period: **MP1-Week9**
 Length: **1st marking period**
 Status: **Published**

Unit 1 Reader's Workshop-Interpreting Book Clubs: Analyzing Themes

First 20 days Reader's Workshop Unit (see attached document below.)

Unit 1- Interpreting Book Clubs

Bend/Session	Teaching Point	Mini-Lesson	Independent Reading Time/Share	Read Aloud
	Start with Pre-Assessment-See page 2 Unit 1: Utilize online resources			"Home of t by: Katherin Applegate
		<u>Connections:</u> Discuss growth spurts students have had over summer, relate that to the growth spurts you hope they will have a readers	-Leveled Text, independent reading books, post-its, reading log/notebooks	
Bend 1: Writing About Reading with Voice and Investment	Good Readers work on growing as a reader, and set goals to get better at reading, and work toward those specific goals	<u>Teaching:</u> Explain to students that it is important to set ambitious goals as reader to improve reading and demonstrate setting goals by reflecting on reading	-Teacher Conferring (individual, small group)	No specific
Session 1: Taking Charge of Your Reading Life		<u>Active Engagement:</u> Students reflect on reading and hot down goals and pactical steps to follow in order to reach goals (conferring with groups if necessary)	<u>Share:</u> reflect on goals, have students brainstorm ways to make this year's reading workshop powerful	

Link: Praise student initiative and send them off to read

Bend 1:
Writing About
Reading with
Voice and
Investment

Good readers have goals that help them write well about reading

Session 2:
Writing Well
about Reading

Connections: Students fill in reading logs and discuss with a partner, emphasize quality of reading in order to have "growth spurts" as a reader

Teaching and Active Engagement: Discuss how students can write well about reading, read excerpt from "Snow", , distribute copies of great writing about reading to students, have them pull apart and find qualities that make some great, complete a gallery walk of displays of effective writing (fig. 2-1, 2-2)

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Link: Student go off to read, and write about reading to form their own galleries

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Share: Students write an entry that reflects thinking during independent reading

-Leveled Text, independent reading books, post-its, reading log/notebooks

-Teacher Conferring (individual, small group)

Before: No reading

During: Excerpt "Snow", pg.

Day of Assessment

Bend 1:
Writing About
Reading with
Voice and
Investment

Good readers read differently when they write about reading, they see more, think more and are more alert to their reading

Session 3:
Writing about
Reading
Means
Reading with a
Writerly Wide
Awareness

Connections: Students use highlighters and post-its to annotate yesterday's write about reading (commenting using learning progression), explain that reading as a writer changes how students read, introduce teaching point

Teaching: Explain that reading with the intention to write helps them grow and reach new goals

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Active Engagement: read aloud "God with a Wet Nose," have students listen as writers, project the text and reread, push students to think "What makes this especially meaningful, what resonates with you?"

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Share: Have students reflect on the most important idea so far, channel students to write. Work in partners and talk about only one reader's thinking

-Leveled Text, independent reading books, post-its, reading log/notebooks

-Teacher Conferring (individual, small group)

Before: "Old New Words "Question," Heck," pg. 6

During: Excerpt God with a ' pg. 13-14

Link: Explain that when students read as a writer, that affects how they take in upcoming parts of the book. Read on in the text, tell students to carry ideas they have with them as they read, have students reread previous entries

Connections: Use "Writing well about Reading" anchor chart to help students annotate, focusing on where new ideas and new thinking work well and why.

Bend 1:
Writing About
Reading with
Voice and
Investment
Session 4:
Grounding
Your Thinking
in the Text and
Carrying it
with you as
you read on

Good readers expand on an idea about the text, and reread selected passages closely, to find new insight into their initial idea

Teaching: Break down teaching point into steps, use anchor chart, "To develop Ideas, Readers...", use these reference points to work with a group (their writing partner and another partnership) to address bulleted points, share out, scaffold so that the rest of the class can try

Active Engagement: Use "Lessons" to have students try with a second passage, coach and prompt as they work. Debrief compliment use of tentative language to expand on ideas

Link: Encourage students to flag important content they may need to reread, explain that thinking should add onto, not take away from reading

Bend 1:
Writing About
Reading with
Voice and
Investment
Session 5:
Whose Story is
This, Anyway?:
Considering
Perspective
and Its Effects

Good readers identify the narrator and keep in mind that every part of the story is told from his or her perspective, and that others characters may imagine things differently or have different feelings

Connections: Begin with a story highlighting how different perspective can effect the telling of events (an argument, a moment on the playground etc.) Tell from 2 different perspectives
Teaching: Model by returning to a section previously read and imagine how it would change depending on the narrator (pg. 4 of "Home of the Brave" works well).

-Leveled Text,
independent reading
books, post-its,
reading
log/notebooks
-Teacher Conferring
(individual, small
group)

Share: Give list of
thought prompts
(pg. 44 in manual),
encourage students
to use these to push
thinking

-Leveled Text,
independent reading
books, post-its,
reading
log/notebooks
-Teacher Conferring
(individual, small
group)

Share: Ensure

Before: The
God with a '
"Welcome t
Minnesota,'
pg. 14-22

During: Exce
"Old Words
Words," pg.
" Lessons," |

Before: No s
reading

During: No s
reading

Thoughts: Revising Writing about Reading		revisions are to good entries.	-Teacher Conferring (individual, small group)	
		<p><u>Teaching and Active Engagement:</u> Explain that revisiting a piece can help them see more. Use Figure 7-1 Sam's writing, have students work in groups to discuss revisions and how they have improved writing, asking specific questions. Discuss some ways students can revise and expand on their own work.</p> <p><u>Link:</u> Revisit some of the writing studied earlier in the unit to see if students can learn from them before they revise their own writing (fig. 7-2 Christopher's writing)</p>	<p>Share: Add today's teaching point to the chart "Writing well about reading".</p> <p>Students discuss with reading partners what motivated them to change parts of their work, explaining how important these partners can be.</p>	<p><u>During:</u> Students should be allowed to discuss what they read so far in <i>the Brave</i></p>
Bend II: Raising the Level of Writing and Talking about Literature	Good readers will sharpen reading and thinking skills to see more in a text and to find more significance within the text	<p><u>Connections:</u> Call students to together in groups that will be their reading clubs, explain that students will be reading a book in sync with their club. Use baseball game analogy to explain that more sophisticated readers see more detail and gather more important information as they read.</p> <p><u>Teaching:</u> Suggest that reading and living are similar, have students think of a time that was especially important to them. Relate this to books becoming more meaningful by thinking analytically. Explain that students will be thinking about the meaning they are making as they read.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p>	<p><u>Before:</u> Make sure students have part 1 read aloud (page 50)</p>
Session 8: Launching Interpretation Book Clubs		<p><u>Active Engagement:</u> Read aloud part 2 of the "Home of the Brave", explain that right now we are working on beginnings, have reading clubs sit in a circle. Discuss the reading in literature circles and emphasize discussions so everyone can be heard, circulate and listen to group discussion.</p> <p><u>Link:</u> Students discuss their plan with reading</p>	<p>Share: Have students create a constitution in book clubs (use anchor chart) as well as a name and logo, give each club a folder.</p>	<p><u>During:</u> Excite students about "Paperwork</p>

groups, all students stop at the same spot, if students finish early they reread and jot notes.

Bend II: Raising the Level of Writing and Talking about Literature	Good readers will think thematically about a problem that a character faces, and ask questions about what the character has learned, and what the author might want them to know about that problem	<u>Connections:</u> Explain that one element of a story, such as characters, can help understanding of a story as a whole. Discuss ways to study characters, emphasize that when a character is in trouble, you learn a lot about them (use Maya Angelou quote).	-Leveled Text, independent reading books, post-its, reading log/notebooks -Teacher Conferring (individual, small group)	<u>Before:</u> The "Paperwork Information Clothes," Or Was...," "Ne "Ready," "C "Lunch," and pg. 54-80
Session 9: Characters- and Readers- Find Meaning in the Midst of Struggle		<u>Teaching:</u> Read aloud excerpt from "Home of the Brave", list some of the problems of Kek together.	Share: Students choose whether to keep reading or work in book clubs to discuss ideas	<u>During:</u> Exce "Night," pg.
Bend II: Raising the Level of Writing and Talking about Literature	Good readers will read with others to view the text from their eyes and see more than they would otherwise see	<u>Connections:</u> Explain that happy and sad memories can stay with use, and that being a part of a book club can be the same way, that they are present whenever you read, just as memories can stay present in your mind.	-Leveled Text, independent reading books, post-its, reading log/notebooks -Teacher Conferring (individual, small group)	<u>Before:</u> " Nc Knowing," " "Time," "He "How Not to Dishes," " N Boy," "Magi 81-106
Session 10: Seeing a Text Through the Eyes of Other Readers		<u>Teaching:</u> Use Charlotte's Web book club story to emphasize that different people can have various take aways from a text. Explain that once students have discussions in book clubs, they may think of text in a completely different way.	Share: One member of a book club plans to talk about his or her ideas, the rest of the club listens,	<u>During:</u> No s reading
		<u>Active Engagement:</u> Watch video clip of a book club discussion,(available in online resources)		

debrief by discussing what students saw in the book club, display anchor chart. expecting to change his or her mind.

Link: Reinforce that, just as life experiences can change point of view, that can happen in a book club as well, so members should go in expecting to learn something new.

Bend II:
Raising the Level of Writing and Talking about Literature
Session 11:
Linking Ideas to Build Larger Theories and Interpretations

Good readers link ideas together to build larger theories or interpretations

Connections: Students share ideas from previous night's homework, having students share moments when the big idea or theme seem apparent, record on post-its

Teaching: Explain that student's individual thinking can piece together to form a larger idea. Display sample from "The Wringer", and model connecting ideas the student has made, listening to student input as well.

Active Engagement: Kids work with their club to link patterns across ideas. Display anchor chart "Drawing in all you know to read well and Interpret Text", coaching groups when needed.

Link: Encourage students to link ideas as they read instead of jotting small post-it size ideas

-Leveled Text, independent reading books, post-its, reading log/notebooks

-Teacher Conferring (individual, small group)

Share: Have students gather and coach individual groups to lift the level of conversation.

Explain that students should all contribute to one line of conversation.

Before: "W
"Bus," "Lou,
and Cookies
Talk," pg. 1C

During: Stud
should be al
discuss wha
read so far i
the Brave

Bend II:
Raising the Level of Writing and Talking about Literature
Session 12:
Reading On, with Interpretations in Mind

Good readers formulate an idea about a book, and stay with that idea to find more places that fit with or change their idea

Connections: Share several students examples, explain why their interpretations are important, and that it is important to stay with that idea.

Teaching: Relate reading to solving crossword puzzles, you must be flexible in solving the puzzles and in ideas about reading. Initial ideas about reading may grow and change. Model by using one idea the class has generated during a read aloud. Begin rereading the chapter read aloud yesterday, pausing and noting ideas, debrief by explaining how the theory has grown and it may change.

Active Engagement: Reread the last part of the

-Leveled Text, independent reading books, post-its, reading log/notebooks

-Teacher Conferring (individual, small group)

Share: State that many students are now bringing new,

Before: "Co
"Working,"
Meet Gol,"
"Field Trip,"
Question,"
129-54

During: End
Clothes," "C
Was," pg. 6:

chapter, have students think of previously developed ideas, have they changed? Can we add on? Students discuss with clubs smarter interpretations to book clubs, have students talk across

Link: Remind students it is important to continue to develop an interpretation, keeping it in mind as you read. Display anchor chart "Drawing on all you know to read well and interpret text"

Connections: Use "Frozen" scenario to introduce debating ideas, and how it can push our thinking about reading.

Bend II:
Raising the Level of Writing and Talking about Literature

Session 13:
Debating to Prompt Rich Book Conversation: Readers have different Viewpoints, Defending with Claims, Reasons, and Evidence

Good readers have debates while reading the same book because they develop different viewpoints and questions

Teaching: Explain that debates can only occur with a provocative idea that can be argued from both sides. Explain that when students disagree, they should debate rather than just accept that they disagree. Practice deciding whether a topic is debatable (use examples from pg. 120 in manual). Explain that it cannot be an idea that everyone would most likely have. Have students brainstorm possible ideas for "Home of the Brave" Demonstrate how to develop an argument for or against a claim.

Active Engagement: Have the class work together to gather evidence to support the opposing sides, distribute relevant passages from the text and white boards or chart paper to help collect evidence. Have students debate both positions.

Link: Have groups think of a debatable idea to think about as they read today, display "Suggestions for generating provocative debatable ideas about texts.

-Leveled Text, independent reading books, post-its, reading log/notebooks

-Teacher Conferring (individual, small group)

Share: Have a club debate within groups, making sure students use evidence to support their side.

Before: "Gr Store," "The Hannah on Home," "Lib Going Up," "White Girl," "Bad News," "More," pg. 1

During: Pro groups of st with copies 20-22 ("Far Bed), 43-4 60-62 ("Sch Clothes"), 1 ("Night Talk Ganwar, N and "An Ide 178-83 ("Ba and "No Mc

Bend II:
Raising the Level of Writing and Talking about Literature

Good readers think about what effective book club members do to lift the level of that club's work

Connections: Explain that for anyone to reach a goal, they must self reflect and set goals. Explain that students need to reflect on their participation in book clubs. Explain the importance of participating in a team in the

-Leveled Text, independent reading books, post-its, reading log/notebooks

Before: "Las Summer," "News," " Sle pg. 184-200

Session 14:
Reflecting on
Ourselves as
Book Clubs

future. Explain that studying another book club can help students identify goals.

-Teacher Conferring
(individual, small
group)

During: No :
reading

Teaching and Active Engagement: Jot subtopics students can use in a chart (pg. 131). Have students split up the work and take on a role. Watch the video (online resources), have students jot notes related to their role. Note any thought prompts students notice as they read. Have students discuss in the video what they notice. Call students together, share a chart you have created while observing, having students add to it.

Share: Use learning
progression to have
students self assess
progress

Link: Have students prepare for book clubs so that each club is successful, have students meet with book clubs before reading.

Connections: Have each club pick a theme that applies to the book they are reading and about which they feel passionate, post themes on a chart. Explain that theme are universal and can be found in many places.

-Leveled Text,
independent reading
books, post-its,
reading
log/notebooks

Bend 3:
Thematic Text
Sets: Turning
Texts Inside
and Out

Good readers will
study and compare
universal themes

Session 15:
Two Texts, one
Theme: A
comparison
Story

Teaching: Recall a time when a student compared a book they were reading to the read aloud, noting similarities. Suggest that though the specifics were different, the texts could have the same theme. Ask kids to explore this idea, reminding them to use an idea as a lens through which to read a text when considering theme. (Use read aloud), encourage students to share different ideas and debrief.

-Teacher Conferring
(individual, small
group)

Share: Using anchor
chart, remind
students that they
need to rehearse
from book club
conversation,
improving the
quality of discussion.

Excerpts fro
Away Home

Active Engagement: Read a few more scenes from "Fly Away Home", have students thinking about comparing and contrasting both stories, share student thinking.

Link: Review today's work, emphasize the importance during book clubs.

Connections: Point back to the observations from the previous day's lesson. Explain that you were reading over student's shoulders as they wrote, note specific examples of exemplary work.

Bend 3:
Thematic Text
Sets: Turning
Texts Inside
and Out

Good readers look again at texts with similar themes, noticing that they may have differences.

Session 16:
Rethinking
Themes to
Allow for more
Complexity

Teaching: Continue to compare "Home of the Brave" and "Fly Away Home", explain that they have similar themes, but that they are portraying different messages within.

Active Engagement: Have students continue to explore book club books, digging deeper to see what they notice about messages and themes.

Link: Explain that interpreting theme is not something students will grasp right away, and that they will need to work for years to continuously study and reconsider themes.

-Leveled Text,
independent reading
books, post-its,
reading
log/notebooks
-Teacher Conferring
(individual, small
group)

Before: "Co
"Running Av
"Bus", "Tree
201-12

During: Stuc
should be al
discuss wha
read in "Ho
Brave"

Share: Give a
different reader a
chance to lay out his
or her ideas for the
group, prompting
where necessary

Bend 3:
Thematic Text
Sets: Turning
Texts Inside
and Out

Good readers think about how characters connect to a theme.

Session 17:
Comparing
Characters
Connections to
Themes

Connections: Use Apples to Apples analogy to let students practice comparing skills in a more playful setting.

Teaching and Active Engagement: Use a chart to have students organize characters from read aloud into categories relating to the theme. Have students work with the partners to separate characters, making sure they cite evidence, including minor characters.

-Leveled Text,
independent reading
books, post-its,
reading
log/notebooks

Before: "Ga
"Talk," "Cha
213-14

During: Stuc
should be al
discuss wha
read in "Ho
Brave"

-Teacher Conferring
(individual, small
group)

Share: Call students
to the meeting area

<p>Bend 3: Thematic Text Sets: Turning Texts Inside and Out</p>		<p><u>Link:</u> Channel students to plan book clubs to read and reread texts and use all they have learned to analyze theme.</p>	<p>to explain that readers often revise their themes to include perspective of multiple characters</p>
<p>Session 18: Studying the Choices an Author did not make to better understand the choices they did make</p>	<p>Good readers think about author's choices to gain new insight as a reader</p>	<p><u>Connections:</u> Play a game of twenty questions with students , explain that sometime the best way to understand what something is is to understand what it is not.</p> <p><u>Teaching:</u> Model using "Home of the Brave", having students work along with you, thinking of the alternate to narrow down thinking.</p> <p><u>Active Engagement:</u> Ask students to revisit the beginning of their books, ask what an author could have done but chose not to do, stopping and sharing student work.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students will self assess progress to set new goals using learning progressions.</p> <p><u>Before:</u> "He "Traffic Jam 32</p> <p><u>During:</u> "Snc</p>
<p>Bend 3: Thematic Text Sets: Turning Texts Inside and Out</p> <p>Session 19: Delving Deeper into Literary Analysis: Reading as a Writer</p>	<p>Good readers study author's goals and techniques used to achieve those goals</p>	<p><u>Link:</u> Recap student's work, send them off to consider today's strategy as they read.</p> <p><u>Connections:</u> Link the work students have done in reader's workshop to writer's workshop, thinking about what their stories are really about.</p> <p><u>Teaching:</u> Using "Narrative Writers Use Techniques such as..." and "Narrative Writers aim toward Goals Such as..." sheets, introduce language to talk about techniques in writing and how they relate to goals. Use mentor text to model</p> <p><u>Active Engagement:</u> Ask students to study another part of "Home of the Brave" thinking about goals and techniques the author has used.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Guide students to look across texts to compare how authors wrote them (craft).</p> <p><u>Before:</u> "Coj "Homecomi pg.233-49, ' Guide", incl "Background "Historical C 259-63</p> <p><u>During:</u> Exce "More Bad I 196</p>

Circulate and discuss with students, prompting and sharing where appropriate.

Link: Add teaching point to the anchor chart and remind students of what they have learned.

End with a Post-Assessment-See page 2 Unit 1: Utilize online resources

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
LA.5.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.5.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
TECH.8.1.5.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
LA.5.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
LA.5.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's

	actions and attitudes can have on productivity, morals and organizational culture.
LA.5.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 (e.g., how characters interact).
LA.5.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.5.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.
LA.5.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.5.SL.5.1	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.
LA.5.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.5.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.5.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.5.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.5.RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.5.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.5.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
LA.5.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.5.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.5.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and

career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Unit 1 Assessment

- Preassessment
- F and P testing
- MAP scores
- Notebook checks
- Reading Logs
- Post-it notes
- Write about Reading
- Student learning progression rubric
- Reading goals sheets
- Self- monitored reading data graphs
- Post-assessment
- Formal reading assessment

Modifications

- If..Then Curriculum
- Modified rubrics
- Oral and written directions
- leveled reading groups
- Intervention groups

-Graphic organizers

-Anchor charts/ note pages

-Leveled text

-Extended time/ length of assessment

Resources

Content Area Leveled Libraries

Fiction Leveled Libraries

Non Fiction Leveled Libraries

Unit of Study Trade Pack: Grade 5 Read Alouds:

- Home of the Brave

- Fly Away Home