In this 25 day unit, students will draw upon and transfer all they learned in Unit 1: Characters/Themes to analyze themes across texts, the major focus of this unit. Their interpretive skills will be sharpened as they deepen their understanding of characters, settings, and events in texts to discover big ideas in their books. These big ideas can be found in more than one text; therefore, students will compare and contrast how themes are developed in different texts (RL.6 & 9). This will require students to quote accurately, infer, and summarize. Students will work in Book Clubs, so that they can do close reading in the company of others. Their discussions will be a tool to develop new thinking as the students work to interpret texts. Attached is a suggested progression of teaching points that are aligned vertically across grade levels and with the common core standards. The expectation is that teachers will adapt the teaching points and pace according to the needs of their students. The bends (areas of focus) for the unit are as follows:

Bend 1: Considering the Implication of Texts

Students begin by revisiting familiar texts and thinking about the ideas these texts suggest. The themes in prior reading, including mentor texts, texts from previous grades, or independent reading, can be discussed. Students will begin to realize that most texts are usually about more than one idea and that readers revise their ideas as they read. As plots unfold, students may say, “At first I thought this..., but now I think this...” Also, Book Clubs are formed and discussion protocol is formalized.

Bend 2: Themes may be the Same Across Texts, but They’re Usually Developed Differently

At this point in the unit, books will be grouped thematically. Students will investigate how themes are developed, looking for small details to illuminate their comprehension. Stories often contain complex ideas, so readers need to pay attention to small nuances that contribute to these ideas. Books with similar themes can be compared. Students will analyze what is the same and what is different about books in a group. They will pay particular attention to the setting and characters and how they influence the complex ideas.

Bend 3: Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories

In the final bend, students are introduced to symbolism. They learn that symbols can be metaphors for bigger ideas in a text. Some symbols are obvious and others are more subtle. Objects in books can be laden with meaning. Students can sketch and write about symbols in their reading notebook. Readers need to pay attention to small details; they often matter a great deal. Next students will analyze titles to look for symbolism. Usually titles have metaphoric significance which is often deeply related to possible meanings of the story. Readers may come across a line or scene that specifically refers to the title and will want to analyze this. An author’s craft is not limited to symbols, but includes other literary devices such as foreshadowing and repetition. During close readings, students will have the opportunity to reread texts to look for these craft moves and deepen their understanding of the story. Finally, students will learn about point of view, asking themselves “Who is telling the story?” and “Why did the author choose to write it this way?”
Mentor Texts
Students will need many texts to do the analytical work required from this unit. To support this, it is recommended that teachers read many texts on a variety of themes. Shorter mentor texts (i.e. picture books) will lend themselves to the volume required. A list of possible books is available on the VPS website.

Book Clubs
Students need to be organized in Book Clubs consisting of 4 students each. Partnerships should be assigned within each Book Club, as there may be times students need to “turn and talk” or work in pairs. Book Clubs will read the same novels during independent reading time and have access to shared texts that may include picture books, biographies, or poetry. The picture books should be high quality stories that demonstrate theme/s, symbols, or relevant literary devices (metaphors, repetition, foreshadowing, internal & external conflicts, etc.).

Depending on the students’ level of competence and experience with Book Clubs, you may need to insert lessons on how to have book conversations, group norms, and roles/responsibilities. In the resources section of the website some lessons on the functioning of Book Clubs can be found.

Lessons specifically teaching students how to work effectively in Book Clubs can be found at the link below.


Writing Unit 4
Literary and Comparative Essays from If… Then… Curriculum by Lucy Calkins and Colleagues, pages 41-55
*An outline of teaching points is available on the VPS Staff Portal.

Resources:

http://www.readworks.org/lessons/grade5/theme
https://k-5unitsofwriting.wikispaces.com/5th+Grade Literary Essay
http://bowenpeters.weebly.com/writing.html Literary Essay
Standards:

**Reading Literature**

RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

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).

RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.

RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Speaking and Listening**

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.

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

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

SL.3 Summarize the points a speaker makes and explain how each claim is supported.

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.

SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
Bend 1: Considering the Implication of Texts

1. Readers realize that stories are about ideas, not just characters or plot turns. Readers remind themselves that events in their lives are open to analysis, just as events and characters in books will be. Review Unit 1 lessons on theme. (RL.2)

2. Readers return to critical moments in their lives and learn more from those moments. Book Club members share stories in their writers’ notebooks and stories they have read, looking for life lessons. Invite students to the complex work of literary analysis by looking at moments in their own lives to analyze. (RL2 & SL.1c)

3. Readers support their ideas with evidence, listen closely to each other, and add on to ideas in order to foster conversations through a Book Club community. (RL.1 & SL.1)

4. Readers read actively and think interpretively. They think, “Hmmm... I’m just wondering... what could this be teaching me?” or “What could that mean... Could it maybe mean... Or could it mean?” Use The Giving Tree as a mentor text (In the Units of Study for Reading DVD Kathleen Tolan models this lesson.) *see anchor chart phrases on page 8 of curricular calendar ***Book Club chooses book at end of this session (RL.2)

5. Readers revise their ideas, often thinking that an idea is more complicated than originally thought. Readers remain flexible and alert. A book’s message unfolds over time. (RL.2)

6. Readers determine multiple big ideas, even in informational text. (RL.2)

Bend 2: Themes may be the Same Across Texts, but They’re Usually Developed Differently

7. Readers notice what’s different about stories that have the same theme, starting with the setting. (RL.3 & 9)

8. Readers in Book Clubs talk about the books they are reading and the books they read before. They analyze the nuances in how these stories are different as well as similar. (RL.9, SL.1 & 2)

9. Readers compare books of the same theme and notice differences in the characters – their backgrounds, their perspectives and points of views, and their traits. (RL.3 & 9)

10. Readers often analyze how characters respond to trouble. We can learn how to live from the characters in stories. (RL.3 & 9)

11. Readers read with a repertoire of strategies simultaneously. Just as a basketball player processes where the players are on the court, the amount of time left in the quarter, and where the ball is going, the reader also becomes increasingly responsive as they draw on their interpretive strategies. (RL.3 & 9)

12. Readers in Book Clubs speak to each other in mini compare and contrast essays. *anchor chart of prompts, possibly have members co-construct an essay (RL.9, SL.1 & 3)
Bend 3: Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories

13. Readers are moved by symbols that seem significant. We can begin to say that objects have symbolic importance. (RL.2 & 4)

14. Readers notice explicit and not so obvious symbols, such as metaphors. (RL.2 & 4)

15. Readers interpret titles, knowing that they may be symbolic as well. Book Club members return to their conversations arguing and defending what the titles of books they have read might mean. Usually titles have metaphoric significance, often deeply related to possible meanings of the story. (RL.2 & 4, SL.1)

16. Readers pay attention to authors’ uses of literary devices to develop and complicate themes. These may include foreshadowing, repetition, and perspective. (RL.2 & RL.4)

17. Readers often go back to a story, seeing more and delighting in how clever the author was to lay down a trail of breadcrumbs. Readers find clues that they didn’t notice or understand the first time. (RL.5)

18. Readers notice when a detail doesn’t make sense, often it is foreshadowing something that has yet to happen. (RL.10)

19. Readers analyze characters’ perspectives and points of view to see the connection between author’s craft and content. Readers analyze and compare the significance of character’s perspectives to the possible meanings of a story. Texts are told very differently when they are told by a character within the story or a removed outsider. This is a deliberate choice the author made. (RL.6)

20. Book Clubs choose 2 texts they read and present their analysis/interpretation to the class using multimedia. (SL. 4, 5, & 6)
Examples of Anchor Charts

**Literature Discussion**
- Sit up
- Look at the person talking
- Act like you care
- Nod your head
- Take turns talking

**Conversational Moves**
- "I agree..." or "I disagree..."
- "I'd like to add..."
- "I don't understand..."
- "The text says..."
- "I think the author meant..."
- "I wonder why..."
- "That made me think of..."
- "I inferred..."

**Meaningful Conversations**
- I agree because... I disagree because... I'd like to add...
- Another example is... What do you mean? Did you mean...? Can you give an example? Why do you think that? Is that always true? Or maybe... I think that it isn't fair... If I was the character... You should never... I agree with the character because... I don't know why she would... What does (she) mean by? She thinks it is important that...

**Keys to a Successful Book Club**
- Be prepared
- Stay on topic
- Be respectful
- Piggyback on ideas
- Show examples from book
- Look at the speaker
  - Sit so everyone can see and hear each other - Knee to knee
  - Speak clearly and loud enough for your group to hear you

**Characters’ Point of View**
- Different narrators can tell about the same events in different ways
- First-person narrator
  - Describes his/her thoughts and feelings
  - Might take part in an event
  - Key words: I, me, my, and we
- Third-person narrator
  - Describes how other characters think and feel
  - Does not take part in an event
  - Key words: he, she, they, him, her
- Think about why the author chooses a particular point of view