

**Unit 2: Realistic Fiction: Spotlight on Visualizing and Inferring (4 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

As students work on becoming interactive readers who think deeply about their reading, it is important for them to examine texts from a variety of angles. Taking on the role of various characters to explore texts through different angles allows for flexible thinking and deeper comprehension of a story. Students will be required to infer frequently and visualize as they read, thus these strategies should be explicitly taught during the unit.

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

Students will:

- Analyze the plot of a story from multiple perspectives
- Visualize to deepen comprehension of texts read
- Differentiate between plot and theme, and infer big ideas/themes
- Identify and compare themes within and across texts
- Engage in book talk that deepens comprehension

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Revisiting existing notes as a pre-reading strategy before reading on in a text
- Making movies in minds while reading the text in order to become the character
- Stepping inside a character’s shoes, seeing through their eyes, and predicting his or her next steps
  - What is the character doing/saying/thinking?
  - How is the character doing these things?
  - Why is the character doing/saying/thinking that?
- Visualizing as a way to remember time in our lives similar to what’s happening in the text and bringing feelings and insights from those to better understand the text
- Revising our image of the characters as we read on and gather new information
- Developing mental images
  - What do the places in the book look like?
  - What have you seen before that can help you picture the character and setting?
- Making connections to characters through personal experiences to deepen understanding and develop empathy
- Comparing and contrasting two or more characters, settings or events in a story using specific details in the text
- Making inferences by merging background knowledge with text clues
- Using context clues to infer the meaning of unfamiliar words including figurative language such as metaphors, similes
- Identifying the narrator’s point of view
  - How does the narrator/speaker’s point of view influence the events described?
- Looking at events and characters in the book from the perspective of a supporting character to analyze the plot and character relationships from their perspective
- Keeping track of multiple story lines and character complexities by jotting notes on Post-its, graphic organizers, reader’s notebook

## 2014-2015 Grade 5 Reading Units of Study

- Summarizing sections/chapters of the text as read
- Revisiting and rereading previously read texts to examine the book from a different character's perspective
  - Compare the second read to the first time you read the text.
    - Whose perspective were you reading from?
    - What are you thinking now?
    - Did your thinking stay the same? If so, why do you think that?
    - Did your thinking change? If yes, why, how?
- Noticing how a reader's thinking evolves and changes as he/she reads
- Revising theories about characters as we read on and gather new information
- Choosing precise words to describe characters to accurately speak about their inner nature
- Thinking beyond the story on the page by saying, "On the surface this book appears to be about...but I know that books often have big life ideas so maybe this book could really be about..." Differentiating between plot and "big ideas" of texts
  - What is the author really trying to teach the reader?
  - What is the author's message?
  - What is this text teaching the reader about the world?
  - What can the character(s) teach the reader about the real world?
- Moving beyond initial reactions about themes by asking:
  - What if...?
  - What else could this be about?
  - Maybe it's more about...
  - I used to think...but now I think...
  - Parts of the story that seem connected are...
- Understanding that there are "big ideas" which can be found in many texts
  - Comparing and contrasting realistic fiction texts on their approaches to similar themes and topics
- Critically compare and/or connect texts based on similar "big ideas" rather than story elements
  - What does this particular text seem to be saying about this theme, versus this other text?
- Synthesizing themes and looking for patterns across texts
  - Finding common themes in multiple texts written by the same author/different authors
- Setting expectations for reading partnerships
  - Select text(s) to read and talk about
  - Determine reading timeline
  - Take notes to prepare for conversation
  - Take turns talking
  - Focus conversation by sticking with one idea at a time
  - Challenge thinking of one another
  - Use evidence from text to support thinking
  - Quote accurately from the text when explaining what the text says explicitly and when inferring
- Modeling rich book talk through the use of conversational prompts
- Using notes as a springboard for conversations to expand thinking about the text
- Creating a "Ways to Sustain Partner Talk" anchor chart
  - What in the text makes you say that?
  - I thought that too, because...
  - Another example of that is...
  - I agree because...
  - Wait. I'm confused. Are you saying...
  - Have you found the same thing with the character in your story?
  - Can you say more about that?
  - Can you show me the part of the story where you got that idea?
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Show a video or audiotape of a partnership talking about books. Have students identify what the partnership is doing successfully. Chart responses.
  - Have partnerships discuss what their strengths are and identify a goal for their partnership work by asking themselves, What do we do well? What are some areas we could work on getting better at?
  - Have two partnerships join together to talk about the books they read, their thinking about the text including theme. This conversation is a way to share books but also a way to present deep thinking about texts.
  - Students reflect and respond to the prompt, What are you learning about yourself as a reader?

## 2014-2015 Grade 5 Reading Units of Study

How have you grown/changed as a reader as a result of this unit? How can you apply what you have learned about reading fiction to all of your reading? Be as specific as possible.

### Notes/Tips:

- **Students should continue to build reading stamina by reading independently for a minimum of 45 minutes.** (To view strategies for building stamina click on the unit folder on the Grade 5 reading resources landing page. To view Grade 5 archived artifacts for the unit please visit the Grade 5 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).)
- Meet with guided reading groups consistently as a way to differentiate reading instruction for all students.
- Consider reading level, behavior and interest when forming partnerships.
- Teachers must confer with reading partnerships to support students in engaging in conversations that will push their thinking and deepen their comprehension about texts read.
- Use read aloud and shared reading to model how readers think about themes in books read. Read aloud a variety of texts that share a common theme. Read alouds should include picture books and short texts rather than longer chapter books.
  - Recommended picture book authors for teaching character analysis include Patricia Polacco, Eve Bunting.
  - Recommended book title for teaching inferring is *The Bracelet* by Yoshiko Uchida.
- Read aloud and shared reading provide daily opportunities for students to turn and talk which will prepare them for engaging in conversations about texts read with reading partners and book club members.
- During this unit, continue to set structures in your classroom to build reading partnerships, such as providing prompts to children to begin, add onto conversation and question one another. This should be modeled for students and charted as a reference for independent time. This will promote rich text based conversations that will deepen students' understanding of the text.
- In order to expose students to a wide variety of texts and themes, it would be beneficial to use short texts during this unit. Many teachers type up familiar picture books that reflect the reading levels of their students. Another option is to use short stories collections/anthologies. Recommended collections include:
  - *Hey World, Here I Am!* by Jean Little
  - *Every Living Thing* by Cynthia Rylant
  - *Baseball in April and Other Stories* by Gary Soto
- Teachers are encouraged to share copies of short typed texts they use for shared reading and/or independent reading with district colleagues. To view articles and short typed texts go to eChalk, Grade, select Grade 5 ELA Resources, choose the folder titled "Short Typed Texts."
- **To view Grade 5 archived artifacts for the unit please visit the Grade 5 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**

**Professional Resources**

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 4 Infer Meaning, Strategy Guide 6 Summarize and Synthesize)
- *Units of Study for Teaching Reading Grades 3-5* by Lucy Calkins and Kathleen Tolan (Following Characters into Meaning: Envisionment, Prediction, and Inference, Volume 1 and Following Characters into Meaning: Building Theories, Gathering Evidence, Volume 2)
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *Reading & Writing Literacy Genres* by Kathleen Buss and Lee Karnowski
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson