

## GRADE 5 – TEACHER VISION STATEMENT:

**It is important for students to develop the understanding that writing requires deliberate choices, a set of skills, a purpose for writing and hard work.**

### **Implicit Beliefs**

- ◇ We learn to write by writing regularly and getting informed feed back
- ◇ We learn the discipline of writing by looking at how authors get ideas, what strategies they employ, and what habits generate their writing
- ◇ We learn to write by reading like a writer to understand genre and craft
- ◇ We become writers through developing stamina, seeing life as a writer does, and understanding language

### **Time**

Students write every day, and classroom rituals and routines are built around the writing workshop. The format for the workshop is as follows:

#### **Writing Workshop:**

- |   |                       |
|---|-----------------------|
| ◇ <b>Focused instruction</b>            | <b>7 – 10 minutes</b> |
| ◇ <b>Work time (teacher conferring)</b> | <b>40 + minutes</b>   |
| ◇ <b>Closure</b>                        | <b>5 – 10 minutes</b> |

### **Studies**

The year is divided into a series of studies. These are planned, special topics that are adaptations of the usual routine of writing workshop. Studies will vary in length. However, they are designed for a maximum of 5 weeks, which are usually divided into 3 weeks early in the year and two weeks later in the year. It is possible for a teacher to spend longer on a study than the design suggests. If the students need additional time to understand concepts, such time should, of course, be spent. Also, the teacher may see the need for very short studies – 1 or 2 days – to focus on a class need, i.e. the use of the comma. Work time is more teacher-directed during a study, and the period of focused instruction is usually longer.

### **Studies Components**

Each study will have a logical role in helping students meet the standards. The studies will increase in complexity/difficult and require of students developing proficiencies as writers. The studies-map for the year will be formatted so at a glance the following are visible:



- ◇ Standards: Each study should be part of one overall plan to get students to meet all standards.
- ◇ Focus: Each study will have a title, which names what the students will learn (i.e. memoir, living life like a writer, revision techniques, etc.).
- ◇ Key ideas: The key ideas for each study lay out what the student will learn and why (i.e. living life like a writer/keeping a notebook/ writing daily/and close observation).
- ◇ Products: The plan should list the writing products that grow out of the study so it's transparent how the plan for the year will move students to meet standards.
- ◇ Dates of publication: These dates mark the close of the study and make explicit that a writing product will grow out of each study. Publication includes previously written texts, which may be revised or recast.

Note: There is flexibility in the plan. Teachers will modify as needed.

## **Homework**

On most nights, students could have assigned homework. We want students to write every day what is essential. Homework usually is built around:

- ◇ Notebook entries – free choice or assigned and
- ◇ Readings – either reading as part of an author / genre study or researching a topic or reading to develop a particular strength (i.e. reading like a writer or reading for an appreciation of language).

## **Techniques (Key Ideas) Defined**

- Theme: The theme of a story is the underlying idea that ties the plot, characters, and setting together into a meaningful whole. Themes are frequently implied rather than directly stated. The Effective Teaching of Language Arts by Donna E. Norton, 1993
- Judgment: Making a judgment involves combining a reader's prior knowledge and emotions with the author's stated message.



# Yearlong Resources

## 1. Children's Literature

A variety of picture books and chapter books to be used with reading and writing lessons.

## 2. Professional Resources

Teaching Through Themes by Gare Thompson, Scholastic, 1991.

The Art of Teaching Writing by Lucy Calkins, Addison Wesley Longman

Teaching Writing With Picture Books As Models by Roseanne Kurstedt and Maria Koutras

Writing Whizardry by Maity Schrecangost

## 3. Touchstone Texts

Smoky Nights

Eve Bunting

Your Move

Eve Bunting

December

Eve Bunting

Fly Away Home

Eve Bunting

Duke Ellington: The Piano Prince & His Orchestra

Andrea Davis Pinkney

Keeper of the Swamp

Ann Garrett

Starry Messenger: Galileo Galilei

Peter Sis

Thank You Mr. Falker

Patricia Polacco

Pink and Say

Patricia Polacco

## 4. Mentor Authors

Eve Bunting

Patricia Polacco

Cynthia Rylant

Jane Yolen

## 5. Models / Mentor Texts

Book reviews from newspaper

Horn Book

Amazon.com reviews

Barnes & Noble.com reviews



# Study Design

## Title: Response to Literature

### Background information:

This unit has been designed with a focus on responding to literature using touchstone texts. Its intent is to help students learn how to evaluate various themes of written text by making judgments. Students will authentically respond by critiquing the various themes in written text using touchstone texts.

It requires students to develop a written piece which incorporates judgments, analysis, reflections, assessments, interpretations and connections relevant to the piece due at the end of the third and fifth weeks.

### Teaching objectives:

To have students:

- ◇ Make judgments with support from text
- ◇ Identify recurrent themes
- ◇ Anticipate and answer readers' questions
- ◇ Produce a critique which includes a judgment that is supported through connections to:
  - ✓ self
  - ✓ text
  - ✓ other media
  - ✓ world

### Reasons for a Response to Literature

- ◇ It allows students to determine the “big idea” of text
- ◇ It allows students to formulate a written response in the form of a critique
- ◇ It allows students to identify and understand implicit and explicit themes

### Assignment sequence:

Each week will have an overarching goal as well as a series of mini lessons and homework.

Week One:

Identifying and classifying a variety of themes

Week Two:

Identifying recurrent themes within a set of texts and writing a response



Week Three:

Understanding judgment through interpretation, analysis, evaluation and reflection

Week Four:

Identifying readers' questions which can and cannot be answered directly from the text

Week Five:

Writing a response to a question generated from the text with support

Homework: Each night – 20 minutes, write in notebook – close imitation or response to the day's lesson

**Materials needed:**

Picture books

Short passages

Students' notebooks

Chart tablet paper

Markers



# Defining Themes in a Literary Response

## GRADE 5

Week One Day 1

**Mini-Lesson Goal:** Define theme

**The theme of a story is the underlying idea that ties the plot, characters, and setting together into a meaningful whole. Themes are frequently implied rather than directly stated.**

### **Materials Needed:**

- ◇ **Large sheet of butcher paper divided into six sections:**

<b>fear</b>	<b>courage</b>	<b>survival</b>	<b>friendship</b>	<b>caring</b>	<b>death</b>
Title	Title	Title	Title	Title	Title
Proof	Proof	Proof	Proof	Proof	Proof

- ◇ **Markers**
- ◇ **Several previously read touchstone texts and/or other stories**
- ◇ **List of popular movies most students have seen**
- ◇ **Several copies of non-fiction periodicals**

### **Before the Lesson:**

At least three weeks prior to starting this unit read a variety of books with strong storylines and obvious themes (a variety of themes is necessary for best results with the lessons).

## Mini-Lesson

### **Connection:**

Show the students the chart you have made and explain the class will complete each column as they examine touchstone texts to determine the theme of each story.

## Teach

Discuss the definition of theme with the class. Displaying each copy of the selected touchstone texts, discuss the possible theme for each text. Chart each response in a column with the appropriate theme. Discuss popular movies seen by most if not all students and chart according to theme. Model using Post-It notes to justify the theme with evidence.

## Active Involvement

- ◇ As the teacher displays each text and mentions each movie title, have the students turn to a buddy and discuss in which column to list that title.
- ◇ Invite some students to share their responses with the whole group and list those responses on the chart with evidence to support their choice.



## **Link**

Students read from their book bag and write the theme with support in their notebooks.

## **Writing time/ Conferring time**

As you circulate the room, look for students who have a theme in their notebooks. Record their names and during sharing time, ask them to share that particular theme with support from the text in front of the whole group.

## **Closing**

Review the theme chart and answer any lingering questions.

Have students you have identified share with the whole group their themes.



# Defining Themes in a Literary Response

## GRADE 5

Week One Day 2

**Mini-Lesson Goal:** Identify themes of books

**The theme of a story is the underlying idea that ties the plot, characters, and setting together into a meaningful whole. Themes are frequently implied rather than directly stated.**

### **Materials Needed:**

- ◇ Book bag of books
- ◇ Stacks of 5 – 10 books per group reflecting different themes
- ◇ Post-It Notes
- ◇ Chart tablet paper – 1 sheet per group of students
- ◇ Markers

### **Before the Lesson:**

At least three weeks prior to starting this unit read a variety of books with strong storylines and obvious themes (a variety of themes is necessary for best results with the lessons).

## Mini-Lesson

### **Connection:**

Review the chart from Day 1 and answer any lingering questions.

## Teach

Respond to and answer all questions regarding whole class chart from the previous lesson. Divide the class into small groups. Pass out chart tablet paper, markers Post-Its and a stack of texts to each group. Each group of students will review their stack of texts and determine the theme for each book. All texts must be marked to show the evidence for their choice of theme. Students can use the Post-Its to mark their places in the texts. One student will chart the various themes on the chart tablet paper. The students will list the texts that belong to those themes. Each entry must have evidence cited under the title of the text.

## Active Involvement

There is no need for active involvement as the mini-lesson is only giving directions to the students for the activity they will do at their seats.

## Link

Students will evaluate the theme of each book in their book bags citing evidence which supports their choice of theme.



## **Writing time/ Conferring time**

As you circulate the room, look for students who have accurately completed the task. Record their names and during sharing time, ask them to share an aspect of their group chart.

## **Closing**

Display all charts and answer any lingering questions.

Have students you have identified share their charts with the whole group.



# Defining Themes in a Literary Response

## GRADE 5

**Week One**      **Theme**  
Days 3-5

Teach this by modeling and then providing opportunities for students to “try it”:

Choose a text and write a response defining the theme and reference the text with supporting ideas

Students create their own piece of writing to reflect a theme



# Defining Themes in a Literary Response

## GRADE 5

### **Week Two**

### **Recurrent Themes**

Days 1-5

Teach by modeling for students and then providing opportunities for them to practice:

Define and discuss a recurrent theme within a set of texts.

Students identify the recurrent theme within a set of texts and write a group response with reference to the texts including supporting ideas/details

Students write a personal response to several texts discussing the recurrent theme with supporting evidence from the chosen texts



# Defining Judgments in a Literary Response

## GRADE 5

Week Three Days 1-5

**Mini-Lesson Goal:** Define analytical, evaluative, reflective and interpretive judgments based on the theme.

A judgment is made when the reader combines the message of the author with her own prior knowledge and emotions and derives the “big idea” of the text.

The theme of a story is the underlying idea that ties the plot, characters, and setting together into a meaningful whole. Themes are frequently implied rather than directly stated.

### **Materials Needed:**

- ◇ Large sheet of butcher paper divided into three sections:

Type of judgment	Definition of judgment	Evidence of judgment from text

- ◇ Markers
- ◇ A picture book with a strong storyline

### **Before the Lesson:**

At least three weeks prior to starting this unit read a variety of books with strong storylines and obvious themes (a variety of themes is necessary for best results with the lessons).

## Mini-Lesson

### **Connection:**

Show the students the chart you have made and explain the first column by citing the names of the four types of judgments: analytical, reflective, evaluative and interpretive. List the definition for each type of judgment in column two. An analytical judgment is one which is made by taking apart the text into smaller components and looking closely at those parts to understand the bigger idea of the text. An evaluative judgment is one which determines some value, truth or worth to the text. An interpretive judgment is one in which the reader uses prior knowledge and/or emotions to understand the bigger idea of the text. A reflective judgment is one in which the reader uses personal experiences to help understand the text.



## Teach

Read aloud a selected book to the students pausing at several points. The teacher can ask the students to offer responses to the text which can be listed as judgments. Discuss with the students what kind of judgment each response is and where it should be placed on the chart. **Make sure the students refer back to the text to support the judgments.**

## Active Involvement

- ◇ As you pause at strategic points in the story, have the students turn to a buddy and together make a response in regards to the text. Have the students decide which type of judgment their responses are on the chart.
- ◇ Invite some of the students to share their responses with the whole group and list those responses on the chart with their evidence.

## Link

Students read from their book bag and write a judgment with support in their notebooks.

## Writing time/ Conferring time

As you circulate the room, look for students who have a judgment written in their notebooks. Record their names and during sharing time, ask them to share that particular judgment with the support from the text in front of the whole group.

\*\*\*and/or\*\*\*

Gather together (3-4 students) who are ready to write more than one kind of judgment for a text. Have the students share their judgments with the group and model for the group putting these judgments into a critique.

## Closing

Review the judgment chart and answer any lingering questions.

Have students you have identified share their judgments with the whole group.



# Questioning the Author in a Literary Response

## GRADE 5

Week Four  
Days 1 & 2

### Questioning the Text

**Mini-Lesson Goal:** To encourage students to question the text before and during reading to enhance their comprehension

**Materials Needed:**

- Touchstone text for a read aloud
- Chart paper and markers

**Before the Lesson:**

Prepare a chart with a variety of questions that can be used in a “think aloud” for modeling the strategy

## Mini-Lesson

**Connection:**

Remind students that good readers generate questions in their minds as they read. Good readers use their knowledge of text structures and text supports to monitor their comprehension, to make connections, to question what they don’t understand and to use other strategies to make sense of the text.

## Teach

Think aloud by asking yourself some of the following questions before you begin reading the Touchstone Book.

1. What is the genre? Narrative? Expository? What clues help me know?
2. What clues do the genre and writing style provide for me?
3. What questions do I have for this text?
4. What clues to the meaning do the title, cover art, author give me?
5. Is the author one I know? What other books have I read by him/her?
6. Is the topic familiar to me?
7. Is there a summary/book blurb? How will this help me?

Read aloud the book and continue using a “think aloud” strategy to generate questions as you read. You may want to prepare the questions on sticky notes ahead of time. Create a chart with the title and author of the book. Write the questions you generate as you read on the chart paper.

Discuss with students the kinds or categories of questions you generated as you read.



## **Active Involvement**

Allow students to select a familiar picture book to read and practice generating questions before and during their reading of the book.

## **Link**

Send students off to their desks to read, write their questions and answers in their notebooks.

## **Writing time/ Conferring time**

As you circulate the room, look for students who have generated high level questions during their reading of their book. Select students to share out during closing

## **Closing**

Review the question chart.

Have students you have identified share their self-generated questions with the whole group.



# Questioning the Author in a Literary Response

## GRADE 5

Week Four  
Days 3-5

Thick and Thin Questions

**Mini-Lesson Goal:** To help students understand the depth of questions they ask about a text and questions they are asked

**Materials Needed:**

- Touchstone text for a read aloud
- Chart paper and markers

**Before the Lesson:**

Prepare a chart with examples of thick and thin questions

## Mini-Lesson

**Connection:**

Relate the “thick and thin” question concept to Bloom’s taxonomy. Emphasize that you want students to focus on questions at higher levels of Bloom’s taxonomy as they read and respond to literature.

## Teach

Teach the students the difference between thick and thin questions. Thick questions deal with the big picture, themes and large concepts in a piece of literature. Answers to thick questions are involved, complex and open ended. Thin questions deal with specific content or words. Answers to thin questions are short, often found right in the text and are close ended.

Read a touchstone text or an excerpt from a chapter book. Guide students in generating thick and thin questions to the read aloud. Prompt students with stems such as “Why or What if . . .” for thick questions and “How far, when, what” for thin questions.

## Active Involvement

Have students create Thick and Thin Questions for the books they are reading during Independent Reading time in Reader’s Workshop.



## **Link**

Send students off to their desks to read and write their questions and answers in their notebooks.

## **Writing time/ Conferring time**

As you circulate the room, look for students who have generated high level questions during the reading of their book. Select students to share out during closing

## **Closing**

Review the Thick and Thin question chart.

Have students you have identified share their self-generated questions with the whole group.



# Writing a Critique as a Literary Response

## GRADE 5

**Week Five**

Days 1

**Mini-Lesson Goal:** To help students learn to interpret literature by analyzing and evaluating a piece of literature and writing a critical review of the piece

**Materials Needed:**

- Sample book reviews
- Chart paper and markers

**Before the Lesson:**

Gather sample book reviews from the newspaper and professional sources or write one or more of your own.

### Mini-Lesson

**Connection:**

Students enjoy hearing the opinions of their classmates and are more likely to select a book when it comes with a recommendation from a friend.

### Teach

Read several book reviews of familiar books to the students. Include reviews that are favorable and some that critical in nature. Discuss with students the attributes of a book review or critique and record the responses on chart paper.

Remind students that a book review is not a retelling of the entire book or story. It is an evaluation, judgment or assessment of the overall book. You might want to use the analogy of TV commercials to show that the purpose of the book review is to convince someone to read the book by providing just enough information to entice you to read it, just as a commercial on TV provides minimal information about a product designed to entice you to buy the product.

### Active Involvement

With a partner, have students share orally brief book talks about the books they're currently reading. Encourage them to use the book review attribute chart as a guide for their oral reviews.



# Writing a Critique as a Literary Response

## GRADE 5

**Week Five**

Days 2-5

**Mini-Lesson Goal:** To help students learn to interpret literature by analyzing and evaluating a piece of literature and writing a critical review of the piece

**Materials Needed:**

- Sample book reviews
- Book Review Attribute Chart

**Before the Lesson:**

Gather sample book reviews from the newspaper and professional sources or write one or more of your own.

## Mini-Lesson

**Connection:**

Continue to read and share sample book reviews with students so that they can become familiar with the sound of the language used and use these as models for writing their own reviews or critiques. Revisit the book review attribute chart and add traits as appropriate.

## Teach

Read several book reviews of familiar books to the students. Include reviews that are favorable and some that critical in nature.

Model the writing of a book review or critique on chart paper or on the overhead, identifying the various elements of the review as you write.

Use the following questions to help frame the writing of a book review or critique.

1. How are the books I like different from the ones I don't like?
2. How might my review help another reader make a decision about this book?
3. How can I be specific and use examples from the book to justify my opinions?
4. How can I concisely and succinctly communicate my ideas and opinions about this book to other readers?
5. Did I like the book? Why? (use specific details with showing, not telling language)
6. Was there anything about the author's message or style that seemed unique?



## **Active Involvement**

Encourage students to write the framing questions in their writer's notebook for reference. Send students off to their desks to write a book review or critique on a self-selected book.

## **Link**

Work with students to convert the attribute chart into a rubric for responses to literature to help them evaluate their responses against the established standards.

## **Writing time/ Conferring time**

As you monitor their writing and confer with students, identify those students who have written good reviews to share during closing each day.

## **Closing**

Have students you have identified share their book reviews with the whole group.



## Rubric Response to Literature

4	3	2	1
Student correctly identifies the theme of a text and can elaborate on it with justification from the text	Student has clearly identified a theme but has not justified from the text	Student has attempted to identify a theme but is incorrect or unclear	Students has not clearly stated any theme
Student correctly recognizes the recurrent theme in two pieces of text and justifies the response with details from the text	Student recognizes that two pieces of text have similarities of ideas but is unable to explain them as a recurrent theme	Student has difficulty comparing two texts and explaining a thematic connection	Student does not recognize the recurrent theme in two texts
The critique is interpretive, reflective, analytical and evaluative and uses justification from the text to support ideas and opinions	Critique has three of the types of judgments and uses limited text references to support opinions	Critique contains two of the four types of judgments and is vague or has limited text references	Critique has only one of the four kinds of judgments and no justification from the text for opinions stated





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