**Unit 3 Table of Contents**

*Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid*

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***4th grade Reading Unit 3***

**Dates**

November

***Unit of Study Planning Template***

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| Unit: Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | Determining Importance and Synthesizing in Expository Nonfiction  Navigating Narrative and Hybrid Nonfiction Texts |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)of events, ideas, concepts, or information in a text or part of a text.  4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). |

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| Key Vocabulary: | Narrative nonfiction, titles, subtitles, supporting details, caption, main idea, table of contents, diagrams, index, glossary, bold-faced words, categories, chronology, compare, contrast, cause, effect, boxes and bullets, problem, solution, story structure, predictable path, graphs, summarize, facts, biographies, charts, hybrid nonfiction |

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| Anchor Texts: | Narrative nonfiction: Buddy the First Seeing Eye Dog, How my family lives in America, Ibis: A True Whale story, Misc. Biographies  Nonfiction: Frogs, Misc. Biographies  Hybrid: Magic School Bus |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist, informal running records, reading /response journal, graphic organizers, notes from partner discussions | In unit 4 |

Unit of Study At A Glance Planner

| **UNIT 3** Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction | |
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| **GOAL:**  Determining Importance and Synthesizing in Expository Nonfiction | **GOAL:**  Navigating Narrative and Hybrid Nonfiction Texts |
| **MINILESSONS** | **MINILESSONS:** |
| **\*** Readers rev up their minds for reading by reading the title and subtitles, looking over chunks of the text, and think about what the story is mostly about. (Pg. 52, 63) 4.RML.3-1  \*Readers summarize little chunks of text by pausing and saying to themselves, “What did I just read?” (Pg. 53, 63) 4.RML.3-2  \*Readers learn new ways to make sense of their text by adding and using tools in their  “toolbelt” when they encounter difficulty. (Pg. 54, 63) 4.RML.3-3  \*Readers become experts on a topic by teaching others what they know, using main ideas and supporting details to help explain the text. (Pg. 55, 63) 4.RML.3-4  \*Readers sort little bits of information under bigger points, by creating a boxes-and-bullets outline that matches the text. (Pg. 54, 63) 4.RML.3-5  \* Readers grow ideas by talking to others to let texts get through to us, and to let text change our minds. (Pg. 55, 63) 4.RML.3-6  \*Readers can discuss what they read by asking questions like, “Isn’t it weird how…?”, “Did you notice that…?,” “I wonder why…?”, etc. (Pg. 55, 63) 4.RML.3-7 | \*Readers read non-fiction texts differently by recognizing what kind of non-fiction text it is. (A story is a story is a story). (Pg. 57, 58, 64) 4.RML.3-8  \*Readers get to know main ideas in narrative non-fiction books by using what they know about characters in fiction books. (Pg. 58, 64) 4.RML.3-9  \*Readers keep in mind that narrative non-fiction are written to convey not just facts, but ideas, by finding meaning out of what would otherwise be strings of events and facts. (Pg. 59, 64) 4.RML.3-10  \*Readers determine what matters most in the story by recognizing and using the predictable path that stories take. (57, 59, 64) 4.RML.3-11  \*Readers figure out the meaning of tricky words by visualizing what is going on in that part of the story and thinking what would make sense. (56, 57, 60, 64) 4.RML.3-12 |

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| **WORKSHOP CALENDAR FOR:** | **Grade 4 Reading Unit 3** | Dates: November |
| **Unit of Study: Unit 3** | Nonfiction Reading: Using text structures… |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Readers rev up their minds for reading by reading the title and subtitles, looking over chunks of the text, and think about what the story is mostly about. 4.RML.3-1 | Readers summarize little chunks of text by pausing and saying to themselves, “What did I just read?” 4.RML.3-2 | Minilesson Choice Day | Readers learn new ways to make sense of their text by adding and using tools in their “toolbelt” when they encounter difficulty. 4.RML.3-3 | Readers become experts on a topic by teaching others what they know, using main ideas and supporting details to help explain the text. 4.RML.3-4 |
| Readers sort little bits of information under bigger poings, by creating a boxes-and-bullets outline that matches the text. 4.RML.3-5 | Readers grow ideas by talking to others to let texts get through to us, and to let text change our minds.4.RML.3-6 | Minilesson Choice Day | Readers can discuss what they read by asking questions like, “Isn’t it weird how…?”, “Did you notice that…?,” “I wonder why…?”, etc. 4.RML.3-7 | Readers read non-fiction texts differently by recognizing what kind of non-fiction text it is. (A story is a story is a story). 4.RML.3-8 |
| Readers get to know main ideas in narrative non-fiction books by using what they know about characters in fiction books. 4.RML.3-9 | Readers keep in mind that narrative non-fiction are written to convey not just facts, but ideas, by finding meaning out of what would otherwise be strings of events and facts. 4.RML.3-10 | Minilesson choice day | Readers determine what matters most in the story by recognizing and using the predictable path that stories take. 4.RML.3-11 | Readers figure out the meaning of tricky words by visualizing what is going on in that part of the story and thinking what would make sense. 4.RML.3-12 |

**Unit of Study Assessment Checklist**

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| **Unit 3:** Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction |

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| Name | 4.RI.2 I can (use boxes and bullets to) determine main idea and supporting details. | 4.RI.4 I can understand academic vocabulary using the text to help me. | 4.RI.5 I can describe predictable path of a text and use to understand. | 4.SL.1 I participate in conversations about nonfiction texts with partners. | Notes |
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* = Beginning √= Developing X= Secure

Boxes and Bullets/Cajas y puntos

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| **Unit 3 Mini Lesson 1** |

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| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers rev up their minds for reading by reading the title and subtitles, looking over chunks of the text, and think about what the story is mostly about. |
| **Catchy Phrase:** | Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about and that it will also tell me…” |
| **Text:** | La Vida En Las Montañas. Animales, Gente, Plantas. |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, welcome to our exciting unit on Expository Nonfiction! We are so excited to be able to introduce to you this very important genre of literacy. You will notice that it is different than the previous fiction genre that we have been studying. Although great nonfiction readers are very different, one from another, today we will teach you that every great nonfiction reader reads with energy and power!  This will be a whole new kind of reading for some of you and you may be surprised to find that you might like it even better than you liked fiction reading.  Well today, we are going to teach you how to rev up your minds for reading. What that means is that we need to pay attention to the text features before we actually read the book. Text features are parts of the book such as the table of contents, diagrams, charts, graphic organizers, photographs, index, and the glossary. You will find that most nonfiction books have these parts. |
| ***Teach:***  Today, I have a book called “La vida en las Montañas” by Lucy Baker. Let’s look at some great examples of nonfiction text features. Opening the book, I see the Title Page, it has the author’s name and the publisher. On the next page I see the Table of Contents which helps me find the location of information. For example, I want to learn about ice, snow and rain, so I will turn to page 8 in my book. Voila! On page 8 I see a photograph with a caption. The caption is a passage with information explaining the picture. “Avalanchas” is a bolded word in this caption, meaning that it is an important word. Many of these bold words are defined in the glossary at the end of the book. Look, as I go to the glossary, I can’t help but notice the lush photographs and diagrams about mountains. Here is the glossary at the end. Lo and behold, here is the word “avalancha.”  Now that we have looked at some text features, we need to remember every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about and that it will also tell me…” |
| ***Active Involvement:***  Now it’s your turn. You will get together with a partner to choose your own nonfiction book. As you look through your book at the text features, see if you can find the following features: Table of Contents, diagrams, bolded words, glossary, index, and captions. We need to look over the text and pull out chunks in order to better explain the meaning to your partner. What does pulling out chunks of text look like?  Looking back at our nonfiction book “La Vida en las Montañas,” we need to look at one of the paragraphs and see if we can summarize it and determine the main ideas. *Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about and that it will also tell me…”* I am going to turn to page 14 in the book and look at the first paragraph. (Teacher reads the paragraph aloud) Wow! That is a lot of information but how do I know what part is most important?  Thinking out loud, while reading sentence by sentence I ask myself, “Is this the most important part of the paragraph?” Does this help me determine what is important in the book?  Now I want you to try with your partner, to choose a paragraph from your nonfiction book and see if you can determine what is important. Remember, Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about and that it will also tell me…”  (Listen in on student responses-share 1-2 responses)  Great job! |
| ***Link:***  What I would like you to do today, when you read your nonfiction text, is think: *Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about… and that it will also tell me…”* You need to each have your own nonfiction book to practice looking for text features. During your share I want you to share one of the text features that you discovered and what you think the book is mostly going to be about. Remember *Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “I think this book is mostly about and that it will also tell me…”* |
| ***Mid-Workshop Teaching Point:***  *Every great nonfiction reader reads with energy and power! Before reading they think to themselves, “ I think this book is mostly about and that it will also tell me…”* |
| ***Share:***  Boys and girls, bring the book you chose to the carpet. Boys and girls, you all did so well looking for text features and determining what the book was about. You remembered to read with energy and power when you practiced with your book. Now it’s time to choose a couple of volunteers to share a text feature the you have discovered. |
| **Materials:**  Lots of nonfiction books. |

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| **Unit 3 Mini Lesson 2** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid |
| **Goal:** | Determining Importance and Synthesizing in  Expository Nonfiction |
| **Teaching point:** | Readers summarize little chunks of text by pausing and saying to themselves, “What is the one big thing that this text is teaching and how do all the other details connect with this?”(Pg. 53, 63)  Los lectores resumen partes pequeñas del texto al pausar y preguntarse ¿Qué es lo que acabo de leer? |
| **Catchy Phrase:** | Readers ask themselves. “What is the one big idea that this text is teaching and how do all the other details connect with this?”  Los lectores se preguntan ¿Cuál es la idea principal que el texto nos esta enseñado y como están conectadas las otras ideas? |
| **Text:** | (Familiar text with a large copy of the excerpts or projected on a screen ) Animal Predators: Crocodiles by Sandra Markle |
| **Chart(?):** | Boxes and bullets chart |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details;  summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Yesterday we looked through our books to chunk the text using the titles and subtitles. We thought about what the book would be mostly about.*  *Well today we will also be chunking, but instead we will read and chunk the full text. We will be creating a visual organizer to summarize the important ideas of the text.*  *Because good readers summarize little chunks of the text by pausing and saying to themselves,* “What is the one big idea that this text is teaching and how do all the other details connect with this?” |
| ***Teach:***  *Watch me as I read and summarize a chunk of my text.*  *(Teacher reads a small passage and projects it for all to see. Page 13)* “What is the one big idea that this text is teaching and how do all the other details connect with this?”  *Well, this paragraph is all about hunting at night (Teacher writes hunting at night on a chart and draws a box around it). We have the one big ide, now we need to write the details that connect this idea.*  *Lets see- They stay close at night (teacher write below with a bullet)*  *They are harder to spot in the dark (teacher write below with a bullet)*  *They are hard to spot in the dark (teacher write below with a bullet)*  *They can see in dim light (teacher write below with a bullet)*  *Their pupils open wide (teacher write below with a bullet)*  *Their eyes seem to glow (teacher write below with a bullet)*  *Did you see how I read and summarized the text by chunking? I asked myself,* “What is the one big idea that this text is teaching and how do all the other details connect with this?” |
| ***Active Involvement:***  *Now it’s your turn to summarize and chunk the text.*  *(Teacher reads another part of the book or another familiar text and projects it for all to see. Pg. 19) (Teacher reads page 19)*  *Remember to ask yourself* “What is the one big idea that this text is teaching and how do all the other details connect with this?”  *First think about what is the one big idea. Write that on your hand with your finger pencil and put an imaginary box around it. (Wait and watch students write a main idea on their hand)*  *Great! Now turn to your partner and tell them what you wrote (Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say how crocodiles eat their prey. (teacher writes it on another chart and makes a box around it)*  *Now I would like you to think about the details that connect with this one big idea. List those out on your hand as bullets.*  *Great! Now turn to your partner and tell them what you wrote (Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (teacher writes it on the chart and makes each a bullet)*  *Good job readers! Remember* Readers ask themselves. “What is the one big idea that this text is teaching and how do all the other details connect with this?” |
| ***Link:***  *So today and every day when you are reading nonfiction remember to ask yourself* “What is the one big idea that this text is teaching and how do all the other details connect with this?”  Today in your reading journal I would like you to create a box and bullet chart about a nonfiction book that you really enjoy. You will share it with a buddy during our share today. Off you go! |
| ***Mid-Workshop Teaching Point:***  *Readers if you are having a hard time formulating your big idea, you might think about first listing all the details. Then see how they connect to determine the one big idea.* |
| ***Share:***  *Readers come over to the rug with your reading journals and book that you created a box and bullet chart. Sit with a buddy and share your box and bullet chart. (listen in and make notes on assessment checklist).* |

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| **Unit 3 Mini Lesson 3** |

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| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | *Readers learn new ways to make sense of their text by adding and using tools in their*  *“toolbelt” when they encounter difficulty.* |
| **Catchy Phrase:** | Readers all have a “toolbelt” of strategies that help them be good readers. They use those tools as needed to make sense of difficult text. |
| **Text:** | Several Nonfiction texts |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we discussed when our mind was brimful and we had to pause and ask, “What did I just read?” Then we came up with little summaries of the important stuff in order to help us recollect what we’ve learned. So today, we are going to talk about tools. By tools I don’t mean a hammer or a screwdriver, I mean the strategies that we have been learning all year long. Why do we call these tools? What do we do with a hammer and a screwdriver, we build things and we fix things. When you read nonfiction books, you will need to use the strategies or “tools” that you have learned in order to build upon your reading lives because *readers all have a “tool belt” of strategies that help them be great readers. They use those tools as needed to make sense of difficult text.* |
| ***Teach:***  As a reader, we need to remember what we have learned in class this year about choosing good fit books. I have chosen a good fit nonfiction book for this lesson (Teacher selects a good nonfiction book to demonstrate) about using my tool belt. I don’t literally have a tool belt here, rather I am referring to the reading strategies inside of my brain. Now that I have a good fit nonfiction book, I also must remember to use expression and read it like it’s gold. If you forgot what it means to read a book like it’s gold, it means that you need to read it like it is the only book in the entire world!  When you have a nonfiction book, you will notice that most of the time there are no characters. The book doesn’t have a story to be told. Instead it will have lots of interesting information. We all like different things and sometimes we have to learn about something that is not our favorite subject. If we come across a difficult situation, we need to use those tools in our tool belt, because *Readers all have a “tool belt” of strategies that help them be good readers. They use those tools as needed to make sense of difficult text.* Before I even start to read my nonfiction book, I remember that good nonfiction readers are very different from each other, but we all need to read with power and energy. We rev up our minds for reading and ask ourselves, “I think this book is mostly about…and then it will also tell me…”  Students please look at this great nonfiction book I have. The first thing I want to do is look at my title, and my table of contents. I need to remember that Readers all have a “tool belt” of strategies that help them be good readers. They use those tools as needed to make sense of difficult text. This book is a bit difficult. I think I will try to read a bit of each page and then determine which parts of the paragraph are the main ideas.  Then I will use my “tool belt” to look over the text features and examine the captions to support my understanding. (Show the students a page with some text and a picture with captions) |
| ***Active Involvement:***  Now it’s your turn. We are going to practice looking for text features and making sure to use our prior strategies such as reading with expression to help us determine the meaning of text. Turn to a partner, using a nonfiction book, I would like you to determine the meaning of the text using one of the following tools:  *Expression, read the book like it’s gold, locate the nonfiction text features and separate the important information(boxes) from the smaller details (bullets)* |
| ***Link:***  Now it’s your turn to go to your tables/desks and try using your “tool belt” of strategies in order to make sense of your text. Don’t forget about all the other strategies we have learned because they will help you. (Teacher may refer to old graphic organizers or posters left on the wall from prior lessons if available). |
| ***Mid-Workshop Teaching Point:***  *Don’t forget that readers all have a “tool belt” of strategies that help them be good readers. They use those tools as needed to make sense of difficult text.* |
| ***Share:***  When we return together, I would like you to share an example of a strategy from your very own “tool belt” and the book you practiced it on. (Teacher selects 1-2 volunteers to share). |

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| **Unit 3 Mini Lesson 4** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid |
| **Goal:** | Determining Importance and Synthesizing in  Expository Nonfiction |
| **Teaching point:** | Readers become experts on a topic by teaching others what they know, using main ideas and supporting details to help explain the text. 4.RML.3-4 |
| **Catchy Phrase:** |  |
| **Text:** | Familiar texts on a similar topic, Los mamíferos del mar & The Wonder of Whales |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been reading lots of different books and learning about many topics.*  *Today I want to encourage you to become experts on a topic. You will be sharing your expertise with a friend using all of the previous tools we’ve been working on. Today we are going to learn how to share expertise with a friend.* |
| ***Teach:*** |
| ***Active Involvement:*** |
| ***Link:*** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 3 Mini Lesson 5** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers sort little bits of information under bigger points by creating boxes-and-bullets outlines that matches the text. |
| **Catchy Phrase:** | Readers create boxes-and –bullets outlines that match their text.  Los lectores crean un organizador grafico que empareje con su texto. |
| **Text:** | Familiar text without heading or subtitles. Monarch Butterfly By David M. Schwartz |
| **Chart(?):** | Box and bullet outline created during the teach. |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details;  summarize the text.  4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized  manner, using appropriate facts and relevant, descriptive details to support main  ideas or themes; speak clearly at an understandable pace. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been doing so much work with nonfiction reading. We have created boxes- and- bullets for our texts. Those boxes and bullets help us organize our ideas about the text.*  *Sometimes we need to decide whether the next part of the text holds a new idea or whether it adds more information.*  *Well today we are going to organize our texts into bigger points to create our own headings and the supporting details that go along with those subtitles.*  *Because good readers* create boxes-and –bullets outlines that match their text. |
| ***Teach:***  *Watch me as I read and create a boxes-and –bullets outline*  *(Teacher reads a small passage and projects it for all to see. Page 2)* “What is the one big idea that this text is teaching and how do all the other details connect with this?”  *Well, this paragraph is all about a Monarch Butterfly egg (Teacher writes Monarch Butterfly egg on a chart and draws a box around it). We have the one big idea, now we need to write the details that connect this idea.*  *(List the ideas as bullets under the box. Then read page #3).*  *Oh look, this is also about the Monarch Butterflies eggs. We should add the details to the bullets under the box about the eggs.*  *(Teacher reads page #4)*  *Oh! This is not about the butterflies’ eggs. It’s about the caterpillar. I need to add a new box. (Teacher adds a new box on the chart below the previous box and bullet outline)*  *Did you see how I created a second box-and-bullet box when there was a new idea?*  *Remember good readers* create boxes-and –bullets outlines that match their text. |
| ***Active Involvement:***  *Now it’s your turn to create a boxes-and –bullets outline*  *(Teacher reads another part of the book or another familiar text and projects it for all to see. Pg. 5) (Teacher reads page 5)*  “Is this a new idea or is this building on the previous idea?”  *Yes, it’s building on the precious idea.*  *On your hand with your finger pencil write the bullets that you would add to the box. (Wait and watch students write a main idea on their hand)*  *Great! Now turn to your partner and tell them what you wrote (Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say how butterflies …. (teacher writes it on the chart)*  *(Teacher reads page 6)*  “Is this a new idea or is this building on the previous idea?”  *Yes, it’s a new idea. We need to create a new box! Take a few moments of private think time and think what you would title the box. (teacher thinks too and titles the box on the chart)*  *On your hand with your finger pencil write the bullets that you would add to the box. (Wait and watch students write a main idea on their hand)*  *Great! Now turn to your partner and tell them what you wrote (Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_ (teacher writes it on the chart)*  *Good job readers! Remember* Readers create boxes-and –bullets outlines that match their text. |
| ***Link:***  *So today and everyday as you read your nonfiction text, especially the texts without headings, think about the boxes and bullets you would create for the text. Because* good readers create boxes-and –bullets outlines that match their text.  Today in your reading journal I would like you to create a box and bullet chart about a nonfiction book that you really enjoy. You will share it with a buddy during our share today. Off you go! |
| ***Mid-Workshop Teaching Point:***  *Remember good readers* create boxes-and –bullets outlines that match their text. |
| ***Share:***  *Readers come over to the rug with your reading journals and book that you created a box and bullet chart. Sit with a buddy and share your box and bullet chart. (Listen in and make notes on assessment checklist).* |

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| **Unit 3 Mini Lesson 6** |

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| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers grow ideas by talking to others to let texts get through to us, and to let text change our minds. |
| **Catchy Phrase:** | I can talk to my partner about what I learned or how my thinking has changed. |
| **Text:** | “Monarch Butterfly” By David M. Schwartz |
| **Chart(?):** | Write the catchy phrase and the two sentence frames on a chart. |
| **Standard:** | 4.RI.2 Determine the main ideas of a text and explain how it is supported by key details; summarize the text.  4.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*,building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussions and link to remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *Yesterday we learned how to take the big ideas and the supporting details of a paragraph and organize them into a Boxes and Bullets organizer. (teacher looks at and refers to the work done yesterday).*  *Because good readers create boxes-and –bullets outlines that match their text, we practiced organizing the information that we are reading in our nonfiction books.*  *Another way in which you can help your understanding grow is by talking with others about what you’re reading. As a good reader I know that,* ***I can talk to my partner about what I learned or how my thinking has changed.*** |
| ***Teach:*** *Today I’m going to show you how to talk with a partner about what you learned and how your thinking might have changed based on new information. Sometimes I might read something and all of the information is new to me. I might say something like, “I learned \_\_\_\_.” But sometimes when I read, the information causes me to change my thinking. If this happens then I would say, “I used to think \_\_\_\_\_, but now I know \_\_\_\_\_.” And sometimes I learn something new AND my thinking changes based on the new information. If this happens then I would use both sentences, “I learned \_\_\_, and I used to think \_\_\_ but now I know \_\_\_.” (teacher should have these written on the chart to refer to and for students to refer to later)*  *(Teacher opens Monarch Butterfly book to page 2 and reads the whole paragraph and reflects after having read that much or reads sentence by sentence stopping to reflect after each sentence.)*  ***I can talk to my partner about what I learned or how my thinking has changed.***  *“I learned butterflies lay their eggs on milkweed plants” and “I used to think butterfly eggs were the same size as frog eggs, but now I know they are much smaller. They’re the size of a pencil point. That’s small!”*  *(Teacher continues reading page 3 using the preferred format, whole paragraph or sentence by sentence, reflecting on their new learning or how their thinking has changed.)*  (After teacher finishes reading page 3 say, ***I can talk to my partner about what I learned or how my thinking has changed.*** *Then use the sentence frames to highlight thinking or new learning.)* |
| ***Active Involvement:***  *Now it’s your turn to try this. I’m going to turn to page 6, project it on the ELMO, and let you practice talking to your partner and share what your new learning is or how your thinking has changed. Remember, after you finish reading say,* ***I can talk to my partner about what I learned or how my thinking has changed****. Then use the sentence frames to share your thinking,*  *“I learned \_\_\_\_\_.”*  *“I used to think \_\_\_\_\_\_, but now I know \_\_\_\_\_\_.”*  *“I learned \_\_\_\_\_” and “I used to think \_\_\_\_\_\_, but now I know \_\_\_\_\_\_.”* |
| ***Link:***  *Today and every day, when you are reading nonfiction text, you will want to look for opportunities to share with others what you are reading to help you better understand the topic. So as you read, pay attention to what the new information is, what you’re learning, and whether your thinking has changed based on this new information. Remember, good readers say to themselves,* ***I can talk to my partner about what I learned or how my thinking has changed****.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 7** |

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| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers can discuss what they read by asking questions like, “Isn’t it weird how…?”, “Did you notice that…?,” “I wonder why…?”, |
| **Catchy Phrase:** |  |
| **Text:** |  |
| **Chart(?):** | Response Prompt chart (see end of lesson for an example) |
| **Standard:** | 4.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently with scaffolding as needed at the high end of the range.  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*,building on others’ ideas and expressing their own clearly.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussions and link to remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *Yesterday,**we learned*  *that readers grow ideas by talking to others to let texts get through to us, and to let texts change our minds.*  *When we are sharing with others what we read, we want to build on our conversation about the book. One way we can do this is by including our own reactions or sharing our own thoughts about the topic in addition to the main ideas and details. Responding personally and intellectually in conversations helps readers deepen their understanding about the books they are reading.* |
| ***Teach:*** *Many times when we are reading nonfiction text we learn something new and think to our self: “That’s weird.” or “That’s cool.” Or “That’s interesting.” Or “I wonder why….” Those are our own personal reactions and they are great to share with others when we are having conversations about the books we are reading. However, those are quick reactions and we want to take them further intellectually by adding to them. Watch me as I show you how to do that.*  *Yesterday when I read about the Monarch butterflies on page 2, and I read the part about the butterfly laying it’s eggs on the milkweed plant, I found myself saying in my mind, “I wonder if that’s the ONLY plant the Monarch lays it’s eggs on.”*  *When I tell someone later about what I learned about the Monarch Butterflies, I can include my reaction. However, instead of just saying I wonder if that’s the only plant the Monarch lays it’s eggs on, I want to make it more intellectual. To do that, I might say, I knew that butterflies laid their eggs on plants but I didn’t know that Monarchs laid their eggs on milkweed plants and so now I am wondering if that’s the ONLY plant the Monarch will lay eggs on.*  *See how I shared my reaction while adding to it to make it more intellectual. Because readers deepen their understanding about the books they are reading by responding personally and intellectually in conversations.* |
| ***Active Involvement:***  *Now it’s your turn to try this. I’m going to project page 6 on the ELMO. Find one part that you had a reaction to as you read it. Then take your reaction one step further by using a response prompt from the chart.*  *Turn and have a conversation about caterpillars with your partner. Each of you take a turn sharing your response.*  *I heard a lot of great partner sharing! I heard Juan say that he wonders how the caterpillar stays alive if it stops eating, he knows that living things have to eat. I also heard Sarah mention that she knew caterpillars hung on a branch but never realized that they hung there upside down and that their skin splits and that the hard case is underneath that.*  *Those are great examples of how readers deepen their understanding by making comments like, “Isn’t it weird how…?”, “I wonder why…?”, or questions like, “Did you notice that…?,” “What do you think about….?”,* |
| ***Link:***  *Today and every day, when you are having conversations about the nonfiction books you are reading you will want to include your personal response to the information you have learned. By responding personally and intellectually in conversations you will deepen your understanding about the books you are reading.*  **Response Prompts**  I wonder… I used to think…..but now I am realizing…  It surprised me that… Now I understand why…  I knew….but now I wonder…… |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 8** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction |
| **Goal:** | Navigating Narrative and Hybrid Nonfiction Texts |
| **Teaching point:** | Readers read non-fiction texts differently by recognizing what kind of non-fiction text it is. (A story is a story is a story). |
| **Catchy Phrase:** | When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. |
| **Text:** | Amelia Earhart, by David Lowe  Meeting Amelia Earhart, by Juna Loch |
| **Chart:** |  |
| **Standard:** | 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)of events, ideas, concepts, or information in a text or part of a text.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, we’ve been focusing on nonfiction the last few days. There are many types of nonfiction. The books we’ve been using these past few days have been “all about” books. That means they are called expository nonfiction. These books teach us true information. They have text features such as table of contents, diagrams, charts, photos and captions, so we sound different when we read them. We tend to read them more slowly, we pause more often and think about what we’re learning, and we sound more like a teacher reading. Your eyes can jump all over the page and even to different sections of the book when you’re reading this type of nonfiction.  Today, we are going to start exploring a different type of nonfiction. It is called narrative nonfiction because it reads more like a story. The fancy teacher word for story is narrative. So, narrative nonfiction teaches us something, but you can read it like you would any old story.  Readers recognize different genres of texts and they use their knowledge about how they go to help them read.  “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “ |
| *Teach:*  Watch me as I look over these two books and try to decide what type of nonfiction they are. Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “  (Teacher picks up Amelia Earhart, by David Lowe) Before I even open this book, just by looking at the cover, I’m thinking it is going to be an expository nonfiction text. The reason I think that is because the illustration on the front of the book looks like an actual photograph of a lady on an airplane. Then, when I open this story I notice that there is a Table of Contents on the first page. Then, on the next two pages, I see a picture of a person with her name in a caption, her name is Amelia Earhart. I see a subheading at the top that says, Women Aviators. As I’m trying to remember what aviators are, I’m seeing a picture of an airplane at the bottom, so I’m predicting this might be about people who fly airplanes. I see a timeline at the bottom. There is a flag of France, and a name of a woman. So I’m assuming she’s from France. I’m thinking so far that I might learn about people who fly airplanes from this text. At the end of the book, there is an index. So far, I’m thinking this might be an expository nonfiction text.  Now, I’m going to read the first paragraph of the story to see if it sounds like a expository nonfiction text or a narrative. Remember, a narrative is a fancy teacher word for a story. (Teacher reads first paragraph) I think I was right. It sounds like a teaching book that will teach us about flying. It doesn’t sound like a typical story book.  Now, I’m going to check this other book called Meeting Amelia Earhart to see what genre of nonfiction it is. Again, even before opening this book, I have a prediction that it is going to be narrative nonfiction about Amelia Earhart. The reason I think that is because the picture on the front looks like a drawing of people and it looks kind of like a fictional book cover. It doesn’t look real. (Teacher opens to the first page.) Well, now I’m looking at the first page and there’s not a Table of Contents. I’m going to look at the back and see if there is an index. Nope. I’m going to skim the pages and see if I can find any text features. Nope. Hmm…so far, I’m thinking this is narrative nonfiction because it looks like a typical fictional story.  Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “  Let’s see if I can read this like narrative nonfiction. (Teacher reads first page of book.) I know now that this story is narrative nonfiction, because it didn’t have any of the text features of expository nonfiction and it reads like a story that could happen in real life. It almost sounds like a realistic fiction book, because it’s about a girl and her brother. But, I’m pretty sure it will be true, because it’s about Amelia Earhart, and I know she was a real person. Her name is even on the front. When I read the beginning of this book, it sounded like I was reading a narrative story.  Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “ |
| ***Active Involvement:***  (In advance of lesson, teacher places a variety of nonfiction titles on the table. Be sure to include some narrative nonfiction and some expository nonfiction. The curricular plan recommends not including hybrid nonfiction text at this time. See page 58.)  In just a moment, I’m going to give you an opportunity to go back to your table group and sort the books that are on your table. You will find a variety of nonfiction titles. Some will be narrative nonfiction and some will be expository nonfiction.  As you are sorting the books to a narrative pile and an expository pile, discuss with your classmates why you think the books are expository or narrative.  Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “  Remember to discuss what types of specific structures you find, like tables of contents, captions, and photographs. Also, read the first paragraph or two to see if it reads like a narrative story.  (Teacher provides 2-3 minutes for sorting activity.)  I heard all of you discussing the specific text structures that helped you decide if the books at your table were narrative nonfiction or expository nonfiction. I even heard Gilberto say that he thought his book was expository nonfiction because it had bold-faced words in it. Nice job, Gilberto! We didn’t even discuss that.  Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “ |
| ***Link:***  Today during independent reading time, you will be setting up your book bags (during small group instruction.) You will include some narrative nonfiction titles and some expository nonfiction titles at your independent level. You might even have some titles below your independent level, because nonfiction can sometimes be a little bit more challenging to read.  Whenever you are reading, remember that it helps to think about what genre of book you’re reading. If it’s nonfiction, it could be narrative, or expository and you will read it differently depending on which type it is.  Remember, readers recognize different genres of texts and they use their knowledge about how they go to help them read. “When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. “ |
| ***Mid-Workshop Teaching Point:***  Remember text features help determine whether a story is narrative nonfiction or expository nonfiction. Use those features and read a little bit of the story to help you decide. |
| ***Share:***  At the end of reader’s workshop, have a few students share an example of each type of nonfiction that they chose for their book bag, and why they know it is narrative or expository nonfiction. |

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| **Unit 3 Mini Lesson 9** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction |
| **Goal:** | Navigating Narrative and Hybrid Nonfiction Texts |
| **Teaching point:** | Readers get to know main ideas in narrative non-fiction books by using what they know about characters in fiction books. |
| **Catchy Phrase:** | “Readers get to know main ideas in narrative non-fiction books by using what they know about characters and the challenges they overcome.” |
| **Text:** | Ibis: A True Whale Story, by John Himmelman |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)of events, ideas, concepts, or information in a text or part of a text. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Boys and girls, we’ve been focusing on nonfiction the last few weeks. Yesterday, we learned about a new type of nonfiction called narrative nonfiction. We learned that readers recognize different genres of texts and they use their knowledge about how they go to help them read. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction.  Today, we are going to talk about a new strategy you can use to read narrative nonfiction. Readers access their prior knowledge or schema when they get ready to read a nonfiction book. For example, if someone is getting ready to read a book about whales, they would think about all of the things they know about whales, the ocean and maybe even other animals that live in the ocean.  Readers also need to use their story structure schema when they read narrative nonfiction. When you read narrative FICTION, you read for character development and plot. However, when you read narrative NONFICTION, you also read for information and new ideas.  Readers know that characters in narrative stories often face challenges and obstacles and usually overcome them. This ends up being the main idea of the story.  “Remember, readers get to know main ideas in narrative non-fiction books by using what they know about characters and the challenges they overcome.” |
| ***Teach:***  Now I’m going to share with you a story that I read recently called Ibis: A True Whale Story. I’m going to think out loud so that you can see how I accessed my prior knowledge about whales and used what I know about characters to help me determine what the main idea might be.  When I picked it up, I thought about whales; where they live, what they eat and the different types of whales that I already knew about. When I saw this whale, (point to the cover) it looked familiar. I thought to myself, “Is this a humpback whale or a baleen whale?” Then when I looked at the first page, I read about humpback whales. As I continued to read, I determined that the main character is named Ibis.  (Turn to page 11 with picture of Ibis under the school of fish.) I’m going to read this page to you. (Teacher reads page 11 out loud.)  When I read this part, I paused, because I had a horrible feeling that something bad was about to happen. The reason I felt that is because I know that characters usually face challenges in narrative stories. Ibis is the main character in this story, and when I read that there was a ship above her with fish around it, I also accessed my prior knowledge. My uncle is a captain of a ship that catches fish with a net. Whales eat fish…so I feared that Ibis was in danger of getting caught in a fisherman’s net. That would also fit with my knowledge of characters and how they usually face challenges.  (Read page 12 to students.) See boys and girls, accessing my prior knowledge about fishermen and whales helped me to understand what was happening in this story. Accessing my prior knowledge about character struggles helped me to predict what might happen in the story. Both of things helped me to understand what I was reading better.  Readers get to know main ideas in narrative non-fiction books by using what they know about characters in fiction books. |
| ***Active Involvement:***  In just a moment, I’m going to give you an opportunity to activate your schema about characters. I’m going to read these two pages aloud. (Turn to pages 16 and 17) Then you will have a chance to talk to your partner about what you think will happen to the main character and why.  Readers know that characters in narrative stories often face challenges and obstacles and usually overcome them. This ends up being the main idea of the story.  “Remember, readers get to know main ideas in narrative non-fiction books by using what they know about characters and the challenges they overcome.”  (Teacher reads pp 16-17)  Okay now talk to your reading partner about certain traits Ibis has that might help her overcome the difficulty she is facing. Also, think about what you know about characters you’ve read about in other stories who have had to overcome a challenge. What might happen next to our main character?  (Teacher walks around room and listens in, filling out the assessment checklist accordingly.)  I heard Ruby and Janet saying that they knew that characters in other stories they’ve read often have friends who help each other. So, they predicted that the other whale would help Ibis. I like how they used their prior knowledge about characters in narrative stories to help them understand the characters in this narrative nonfiction story.  Readers know that characters in narrative stories often face challenges and obstacles and usually overcome them. This ends up being the main idea of the story.  “Remember, readers get to know main ideas in narrative non-fiction books by using what they know about characters and the challenges they overcome.” |
| ***Link:***  Today during independent reading time, you will be reading some narrative nonfiction stories . While you’re reading, remember what we talked about today. “Readers get to know main ideas in narrative non-fiction books by using what they know about characters and the challenges they overcome.”  When you are reading your narrative nonfiction books today, try and determine who the main characters are in your story. Whether it is an animal group, an object, like a rock, or a person like Martin Luther King, Jr. Think about all you know about characters and how they overcome challenges, and activate your schema as you are reading. This strategy will help you understand narrative nonfiction stories better. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***Call on several students to share who or what the main character was in the story. They might share what the main idea was in their story as well. |

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| **Unit 3 Mini Lesson 10** |

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| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction |
| **Goal:** | Navigating Narrative and Hybrid Nonfiction Texts |
| **Teaching point:** | Readers keep in mind that narrative non-fiction are written to convey not just facts, but ideas, by finding meaning out of what would otherwise be strings of events and facts. |
| **Catchy Phrase:** | The facts or events in a story connect to the main idea. |
| **Text:** | Cactus Hotel, by Brenda Z. Guiberson |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Today boys and girls, we’re going to continue our discussion about main ideas in stories and ways you, as good readers, can figure out what they are. Just as you learned yesterday that if you get to know the characters in the stories you’re reading, that will help you know what the main idea is; today you’ll learn that if you know what the facts and events are in a story, they will also lead you to the main idea.  Readers know that nonfiction texts are filled with facts that are coherent and connected to one topic. Narrative nonfiction though is a bit different because the facts and events happening in this type of story lead to a main idea and it is your job as a reader to know, **the facts or events in a story connect to the main idea.** |
| ***Teach:***  Today I’m going to use the book, Cactus Hotel, to show you what readers do to know **the facts or events in a story connect to the main idea.**  When we first read this book, we talked about and learned that the main idea is that the cactus is helping all the animals survive by providing food and shelter to them.  I’m going to read this page and I want you to see how I know **the facts or events in a story connect to the main idea.** (teacher reads the page that has the jackrabbit on it) There is a lot of information on this page. But the information or facts and ideas that are most important are the ones that are going to connect to the main idea which is, the cactus is providing food and shelter to the desert animals. So, the part where it says, “A jackrabbit cools off beside it and gnaws on the green pulp” is where the author is showing us that the cactus is providing both shelter because jackrabbit is cooling off and food because he is gnawing at the cactus to get food. Remember, readers know **the facts or events in a story connect to the main idea.**  On the next page, I can see that the cactus is growing flowers. (teacher reads these two pages) As I read these two pages, I was trying to find the facts or events which were going to connect to the main idea and it wasn’t until almost the end of the second page that I found them. Here, the author tells us that the birds, bees and bats use the cactus flowers for food when the book says, “At different times of the day and night birds, bees, and bats come for the nectar.” These are the facts that connect to the main idea. |
| ***Active Involvement:***  Now boys and girls, we’ll read the next page together. (teacher project page on document camera) When we are finished I want you toremember, **the facts or events in a story connect to the main idea.** Then with your partner I want you to decide first, what are the facts then, second, how they are connected to the main idea. Keeping in mind that the main idea is that the cactus is helping the animals of the desert by providing both food and shelter for their survival.  (Teacher walks around room and listens in, filling out the assessment checklist accordingly.)  I heard Teresa and Janet say, “So the book tells us that the woodpecker is eating the fruit that’s all dried up and ripe. That connects to the main idea because the cactus is giving him food. Then the other page tells us he is also going to stay and make the cactus his home (new hotel). That also connects to the main idea.”  Do you see boys and girls, how the facts they shared connect to the main idea? That’s because they know, **the facts or events in a story connect to the main idea.** |
| ***Link:***  Today during independent reading time, you’ll be reading the narrative nonfiction stories that are in your book bags. While you’re reading, remember what we talked about today, **the facts or events in a story connect to the main idea.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Call on several students to share who or what the main character was in the story. They might share what the main idea was in their story as well. |

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| **Unit 3 Mini Lesson 11** |

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| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Navigating Narrative and Hybrid Nonfiction Texts |
| **Teaching point:** | Readers determine what matters most in the story by recognizing and using the predictable path that stories take. |
| **Catchy Phrase:** | Stories follow predictable paths to help me know what matters most. |
| **Text:** | Cactus Hotel by Brenda Z. Guiberson |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main ideas of a text and explain how it is supported by ket details; summarize the text.  4.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.    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 |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  When I was young, maybe close to your age, I loved going to my grandparents’ house. And one of the things I loved to do there was go for a walk down my favorite path. This path started at the side of their hay field but then went down a bit of a hill that was covered with tall bushes and trees. At some places the plants would be so tall and overgrown, if I looked up I couldn’t really see the sky. Eventually it would open back up and the sky would be visible once again.  The thing that I loved about this path, boys and girls, was that it was predictable, I knew what was going to happen next. I knew that if I continued walking the dark and scary part would open up and eventually the path would take me to the frog pond. I loved it because I knew what would be waiting for me at the end of the path.  Books are like that too. A good story has an interesting beginning to get me hooked and wanting to continue reading. The middle is filled with exciting facts and information which support the main idea and keep me interested in reading and the ending wraps the story up and sometimes leads me down another path to discover another book on the same topic or main idea.  The book, Cactus Hotel, is that kind of book. It has a predictable path which, once I’m on it or start reading, I want to continue all the way to the end.  And today we’re going to use Cactus Hotel to help us learn that **Stories follow predictable paths to help me know what matters most.** |
| ***Teach:*** (Teacher should use a flowchart to show the “path” and to help students see how you decide what’s important and what isn’t)  (teacher gets ready to write on the flowchart). I’m going to start by looking at the first fact/event that the author uses in this story.  The first thing that happens is a cactus drops the fruit on the ground, it splits open and spills lots of seeds out. Do you see boys and girls how I didn’t write the facts that it is a hot, dry day or that there are two-thousand black seeds? The ONLY fact(s) that are important to me are the ones that lead me to knowing the main idea.  (continue using the book) On the next page, a rat comes, eats, then gets a seed stuck to his whiskers. Again, these are the only important facts I’m going to write on my flowchart.  (continue to the next page) As the rat runs away, the seed drops and is “planted” next to the tree.  (next page) After that, rain comes and the seed sprouts, slowly growing into a cactus plant.  (Teacher continues in this manner, writing the important facts that help support the main idea. At some point, left up to teacher to decide, the teacher stops and turns it over to the students to practice) |
| ***Active Involvement:***  Now we’re going to practice this together before you try it with your partner. (teacher opens book to the jackrabbit page, showing on the document camera) Let’s read this page together, keeping in mind that the main idea of this story is that the cactus is providing all the animals with food and shelter. (teacher and students read together) Now let’s go back to the first sentence and decide whether it leads to the main idea (teacher and students look at first sentence and decide, using some common classroom hand signals, that it doesn’t) So because it doesn’t lead to the main idea, I’m NOT going to write it in my flowchart. Now let’s look at the second sentence and decide whether it leads to the main idea.  (teacher and students continue to do this until they come to the sentence that says, “A jackrabbit cools ….”) Using your hand signals show me whether you think this sentence leads to the main idea. (students should show that yes, this one does and teacher could ask a volunteer to explain why they think it does lead to the main idea) Right, Jose, the cactus is allowing the jackrabbit to cool off in it’s shade so it’s providing shelter and the jackrabbit gnaws on the cactus so it’s also providing the jackrabbit with food. So boys and girls, because this idea or fact leads me to the main idea I am going to write it in the flowchart.  (Teacher and students do this for another page or two then teacher can have students work on a page or two with their partner. As students do this, walk around providing feedback or guidance where needed. Also use this time as an opportunity to find one partnership to have share, then write their findings on the flowchart)  As I walked around boys and girls, I heard lots of great discussions about which facts and ideas led to the main idea of this story. I want to ask Sam and Jael to share their discussion. (students share and tell teacher which ideas and facts should be written on the flowchart as the teacher writes the information) |
| ***Link:***  Today when you go off to read either by yourself or with a partner, I want you to start thinking about how, **Stories follow predictable paths to help me know what matters most.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |
| **Materials:** |

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| **Unit 3 Mini Lesson 12** |

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| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Navigating Narrative and Hybrid Nonfiction Texts |
| **Teaching point:** | Readers figure out the meaning of tricky words by visualizing what is going on in that part of the story and thinking what would make sense. |
| **Catchy Phrase:** | Visualize what’s happening and think about what would make sense. |
| **Text:** | Cactus Hotel by Brenda Z. Guiberson |
| **Chart(?):** |  |
| **Standard:** | 4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Sometimes boys and girls, even though I’m a grown-up reader, I still have trouble reading tricky words! Especially if I’m helping my daughter with her science homework and there’s a tricky scientific word. As a reader though, I know there are strategies I can use to help me work out those words and know what the words mean.  So today, that’s what we’re going to talk about. How to use strategies to help figure out those tricky words we sometimes come across when we’re reading. Two strategies we’re going to focus on are; Visualize what’s happening and think about what would make sense. |
| ***Teach:***  (teacher will use the document camera to show all pages s(he) is using.)  To help me show you how to **Visualize what’s happening and think about what would make sense**, I’m going to use the book, Cactus Hotel. As I read this book I’m going to pretend that I am a fourth grader and that some of these words are tricky for me. If I stop at a word and do this I want you to promise that you won’t tell me or the kids sitting next to you what the word is….promise? Awesome! I’m going to get started with my think aloud, ready? Remember, your promise.  (teacher reads the first page and stops right before the word, glisten) Hmmm, this seems to be a tricky word. I think I’ll try to visualize what’s happening. (teacher could close eyes to signal visualizing – it’s up to you) Let’s see it’s hot and dry – maybe it hasn’t rained in a while. In my mind I see the fruit falling to the ground then splitting open and a lot of seeds spilling out. The fruit is probably wet and juicy, maybe sparkly. (teacher opens eyes) I’m going to take another look at the word and think what would make sense. It says, “seeds (blank) in the sunlight.” If they’re wet and sparkly then they must glis, glis-ten, oh! The word is glisten! (teacher goes back to the sentence beginning with Two and rereads inserting the tricky word)  See boys and girls how, when readers stop to **Visualize what’s happening and think about what would make sense,** they figure out the tricky word and continue on with their reading? Let’s try another one. Remember your promise!  (teacher goes to page where the ants are crawling on the cactus and begins reading but stops right before the word, spiny) Oh my, another tricky word. First I’m going to visualize what’s happening. (teacher closes her/his eyes) The book said that the ants are climbing on the sides of the cactus. That must be difficult because I know cactus’ have needles. (open your eyes). The word needles would make sense but the word here goes sp-in-y sides. oh spiny, spiny sides! (teacher goes back to the beginning of the sentence and rereads.  I hope you noticed how I knew to **Visualize what’s happening and think about what would make sense, because it’s your turn now.** |
| ***Active Involvement:***  (teacher opens the book that begins, “After fifty years…”) OK boys and girls, I want you to read this page by yourself and if there are any tricky words I want you to, **Visualize what’s happening and think about what would make sense.** (as students are doing this teacher walks among them listening to their reading providing guidance where needed – look for someone to share)  Boys and girls, I saw and heard so many of you practicing to, **Visualize what’s happening and think about what would make sense.** That was great! I’m going to ask Simon to share how he visualized and thought about what made sense to help himself figure out the tricky word. (student shares)  Super! Let’s practice again with another page (teacher opens book to page where the woodpecker “bores” into cactus. Again walk and listen, offer support and guidance where needed and find someone to share how they used the two strategies to figure out a tricky word.) |
| ***Link:***  These strategies, to Visualize what’s happening and think about what would make sense are very, VERY important and that’s why it is really, REALLY important that, when you come to a tricky word, you **Visualize what’s happening and think about what would make sense**. We practiced it here on the carpet but today and everyday from now on when you read, I want you to remember and use these two strategies! What were the two strategies you learned today? (get kids to chant with you the catchy phrase) To **Visualize what’s happening and think about what would make sense.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |
| **Materials:**  Lots of nonfiction books. |