**Unit 3 Table of Contents**

*Nonfiction Reading*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 2-4 |
| * [Unit 3 at a Glance](#ataglance) | 5-6 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 7-8 |
| * Assessment Checklist | Missing |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers map out the book by previewing the text features and anticipating how the text might go. | 9-11 |
| [Lesson 2](#lesson2) | Readers make sense of expository non-fiction texts by using their schema about how non-fiction texts work. | 12-14 |
| [Lesson 3](#lesson3) | Readers become experts by reading several books on a topic and determining the main idea and supporting details. | 15-18 |
| [Lesson 4](#lesson4) | Readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. | 19-21 |
| [Lesson 5](#lesson5) | Readers grow ideas by synthesizing information when they talk to others about what they read. | 22-24 |
| [Lesson 6](#lesson6) | Readers deepen their understanding about the books they are reading by responding personally and intellectually in conversations. | 25-27 |
| [Lesson 7](#lesson7) | Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. | 28-31 |
| [Lesson 8](#lesson8) | Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. | 32-34 |
| [Lesson 9](#lesson9) | Readers find the underlying message in narrative nonfiction by synthesizing the ideas. |  |
| [Lesson 10](#lesson10) | Readers determine what matters most in a story by recognizing many true stories follow a predictable path. |  |
| [Lesson 11](#lesson11) | Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives. |  |

***Grade 5 Reading Unit 3***

Dates

Dec. 3 – Dec. 19

***Unit of Study Planning Template***

|  |
| --- |
| Unit: Nonfiction Reading |

|  |  |
| --- | --- |
| 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 Text |

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

|  |  |
| --- | --- |
| Standards: | 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.   5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).  5.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.   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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

|  |  |
| --- | --- |
| Key Vocabulary: | * Synthesize * Narrative nonfiction * Titles * Subtitles * Supporting details * Caption * Main idea * Table of contents * Diagrams * Index * Glossary * Bold face words * Categories * Chronology * Compare * Contrast * Cause * Effect * Boxes and bullets * Problem * Solution * Story structure * Predictable path * Graphs * Summarize * Facts * Biographies * Charts * Hybrid nonfiction * Pull quote * Heading * Subheading * Font |

|  |  |
| --- | --- |
| Anchor Texts: | Antartica by Helen Cowcher  Who was Harriet Tubman? By Yona McDonough  Balto (several authors)  Tumblebooks <http://www.portlandlibrary.com/kidsplace/tumblebooks.htm>  *(go through Portland Public Library to get tumble books for free)*  5th grade Oregon Daily Practice |

|  |  |
| --- | --- |
| Other Resources: |  |

|  |  |  |
| --- | --- | --- |
| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Running records, assessment checklist, anecdotal notes |  |

Unit of Study At A Glance Planner

| **UNIT:** Nonfiction Reading | |
| --- | --- |
| **GOAL:**  Determining Importance and Synthesizing in Expository Nonfiction | **GOAL:**  Navigating Narrative and Hybrid Nonfiction Text |
| **MINILESSONS:** | **MINILESSONS:** |
| * Readers rev up their minds by previewing the text features and anticipating how the text might go. (p. 57, 68) 5.RML.3-1 * Readers make sense of expository nonfiction text by using their schema about how nonfiction text works. (p. 68) 5.RML.3-2 * Omitted (similar to lesson 2) 5.RML.3-3\*\*\*\*\*\*\*\*\* * Readers become experts on a topic by determining the main idea and supporting details. (p. 58, p. 68)   MWTP Remember when you come to the carpet for share today that you will be expected to teach your partner about what you read by sharing the main ideas and supporting details.  5.RML.3-4   * Readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. (p.58, p. 59 p.68) 5.RML.3-5 * Readers grow ideas by synthesizing information when they talk to others about what they read. (p. 60, P. 68) 5.RML.3-6 * Readers deepen their understanding about the books they are reading by responding personally and intellectually in conversations. (p. 60, p. 61, p. 68) 5.RML.3-7   \*\*\*\*\*Start reading the book Who Was Harriet Tubman? During read aloud at least a week before you will be teaching lesson 5.RML.3.9\*\*\*\*\*\*\* | * Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. (p. 63, p.69)5.RML.3-8 * Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. (p. 63, p.69)   MWTP Sometimes the character in a narrative nonfiction text is actually a group of people or animals that share the same traits, struggles and/or motivations.  5.RML.3-9   * Readers find the underlying message in narrative nonfiction by synthesizing the ideas. (p. 64, p.69) 5.RML.3-10 * Readers determine what matters most in a story by recognizing many true stories follow a predictable path. (p. 64, p.69) 5.RML.3-11 * Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives. (p. 62, p.69) 5.RML.3-12 |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | **5th Grade Reading Unit 3** | Date: Dec 3-Dec 19 |
| **Unit of Study: Unit 3** | Nonfiction Reading |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 3  Readers rev up their minds by previewing the text features and anticipating how the text might go. 5.RML.3-1 | 4  Readers make sense of expository nonfiction text by using their schema about how nonfiction text works. 5.RML.3-2  \*\*\*\*\*Start reading the book Who Was Harriet Tubman? During read aloud at least a week before you will be teaching lesson 5.RML.3.9\*\*\*\*\*\*\* | 5 Readers become experts on a topic by determining the main idea and supporting details. MWTP Remember when you come to the carpet for share today that you will be expected to teach your partner about what you read by sharing the main ideas and supporting details. 5.RML.3-4 | 6  Readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. 5.RML.3-5 | 7  Readers grow ideas by synthesizing information when they talk to others about what they read. 5.RML.3-6 |
| 10  Readers deepen their understanding about the books they are reading by responding personally and intellectually in conversations. 5.RML.3-7 | 11  Mini Lesson Choice Day | 12  Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it.  5.RML.3-8 | 13  Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure.  MWTP Sometimes the character in a narrative nonfiction text is actually a group of people or animals that share the same traits, struggles and/or motivations. 5.RML.3-9 | 14  Readers find the underlying message in narrative nonfiction by synthesizing the ideas. 5.RML.3-10 |
| 17  Readers determine what matters most in a story by recognizing many true stories follow a predictable path. 5.RML.3-11 | 18 Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives. 5.RML.3-12 | 19  Mini Lesson Choice Day | 20  No school | 21  No school |

|  |
| --- |
| **Unit 3 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers map out the book by previewing the text features and anticipating how the text might go. |
| **Catchy Phrase:** | Readers, like cartographers, map out their books. |
| **Text:** | Deserts by Lucy Baker |
| **Chart(?):** | Different Types of non-fiction text features (headings, subheadings, table of contents, diagrams, charts, graphic organizers, photos, font and captions) |
| **Standard:** | 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Hello friends! What a wonderful ride it’s been to explore and connect with all those fascinating characters from fiction. Imagination is such an important tool to have in our reading toolkits. For our next unit, we’re going to change directions a bit and drive into the world of non-fiction. Let’s start with expository non-fiction. These are the books that explain or inform us about a topic. Ready? Set? Let’s get going!  I love to take road-trips. This summer my destination was Colorado. Before I left, I mapped out how to get there… take I-84. When you get to Ontario, you know you’re almost to Idaho! You have to pass by Metzger Farm in Utah. I used highways to give me my directions and cities and landmarks to tell me I was on the right path. I was a cartographer (someone who makes maps). This is like previewing an expository non-fiction text. Good readers use text features like headings, subheadings and tables of contents to give them directions as to where the text is heading, and diagrams, charts, graphic organizers, photographs, font and captions to ensure they are on the right track!  Readers, like cartographers, map out their books! |
| ***Teach:***  Let’s use the book, Deserts by Lucy Baker. The title already gives me my destination, or topic. I know from the title that this book will teach me all about deserts. What’s my destination? To learn about deserts! Now, how do I get there?  We start our map with the second page and the table of contents. This shows me all of the headings in the book. Remember, the headings are like my highways: they are going to give me the biggest clues as to how to get to my destination. Reading this, I see the words “plants,” “life” and “people” as well as “where in the world,” and “Deserts today.” This clues me into thinking that this book will have some information on where I can find them (world), and how they have changed over time (today), but, because it’s mentioned in 3 different ways, this book will mostly be about different kinds of life in the desert (plants, life and people).  See what I did there? I got my directions. In order know all about deserts (my destination) I will take information I accessed through the table of contents and the headings (my highways). I will learn about deserts by mostly reading about the different kinds of life there.  Now, let’s make sure I’m on the right track. I continue flipping, briefly looking at the map on page 6 which I knew would show me where in the world I can find them cause of the heading I read, but focusing on the pictures of plants, and the diagram of roots on page 9. Insofar my cities and landmarks are showing me I’m heading the right way!  STOP! On page 10 next to the title “Hidden Life,” I see some photographs of different animals. Now, animals weren’t mentioned in the titles from the table of contents, but they’re still a kind of life. So, I slightly modify my route and include animals on my directions. This book will mostly be about all the different kinds of life in the desert (plants, animals and people).  I keep going, see camels, more plants, and on page 14 read the caption, “Colorful, flowering plants brighten the sandy Arabian Desert after a recent rainfall.” Alright, rainfall helps plants; plants are a kind of life. Nice! Thanks, landmarks! I’m on the right path.  Pages 16 and 17 have pictures of people, and, as I continue, I see houses, trees, and then on page 22, I see the bold font of the word “famine.” I know famine means extreme lack of food. The sentence tells me that Africa has experienced famine because of crop failure. This makes me feel sad, but confirms that this book will indeed be mostly about all the different kinds of life in the desert (plants, animals and people).  And the end. Destination reached. My mapping was correct. I used the table of contents and headings to give me directions, and then checked to make sure I was on the right path by using the photos, captions and font.  Readers, like cartographers, map out their books! |
| ***Active Involvement:***  Now it’s your turn. You will get together with a partner to choose your own nonfiction book. You’ll start by looking at the title and determining a destination (the topic). Then, you’ll flip to the table of contents, read the titles, and create the directions (what the book will be about). Use the frame “This book will be mostly about \_\_\_\_\_\_\_\_.” It will help you to focus on one thing.  Then, as you preview, be sure to use the photos, captions, graphs, diagrams and font as your cities and landmarks to make sure you are on the right path! If you think you’re directions were wrong, stop and change them, just like I did when I saw the pictures of animals.  Take a few minutes to do this with your partner, and remember readers, like cartographers, map out their books! |
| ***Link:***  What I would like you to do today and every day after, when you read an expository nonfiction text, is map out the directions to get to the destination and use landmarks and cities to make sure you’re on the right track! In other words, look at the title and think of the topic of the book. Then, use the table of contents and headings to discover the main idea of the book. Finally, use the text features to check and make sure you’re main idea was correct. If it wasn’t, change it! Remember to use the frame: “This book will be mostly about \_\_\_\_\_\_\_\_.”  During your share, you will share out these “maps” you’ve made of the book you chose. Remember readers, like cartographers, map out their books! |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Friends, bring the book you chose to the carpet. Alright, who would like to share out their maps? *(Listen to a few maps)*. What a wonderful job you’ve all done! I especially appreciate how \_\_\_\_ and \_\_\_\_ changed their directions when they saw a different city or landmark. |
| **Materials:**  Lots of nonfiction books. Pleas photocopy examples of the text features of the book Deserts to create the Text Feature chart. Please label what each is to the side of the photocopy. |

|  |
| --- |
| **Unit 3 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of Study:** | Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers make sense of expository non-fiction texts by using their schema about how non-fiction texts work. |
| **Catchy Phrase:** | Readers, like cartographers, map out their books and use their schema as a compass. |
| **Text:** | Deserts by Lucy Baker, an expository text on animals with multiple copies |
| **Chart(?):** | Different Types of non-fiction text features (headings, subheadings, table of contents, diagrams, charts, graphic organizers, photos, font and captions) |
| **Standard:** | 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Hello friends! Your maps from yesterday really helped me to feel like I went on a trip with you to all the different destinations expository non-fiction texts have to offer. And what clear directions you all gave!  Today, we’re going to continue with our maps, but this time, we’re going to use another tool to help us check to make sure we are on the right path. We are going to use our schema like cartographers use a compass. A compass shows cartographers what direction they are heading in (N,S,E,W). Our schema helps us know that our predictions are correct by using what we already know about non-fiction texts to show us what we can expect. Our schema, like a compass, can guide us to make sure we’re headed due North.  Readers, like cartographers, map out their books and use their schema as a compass! |
| ***Teach:***  We’re going to continue with the book, Deserts by Lucy Baker. Yesterday, we determined that our destination was the desert (thanks to the title), our directions showed us that this book was mostly about different kinds of life in the desert (thanks to the table of contents and headings), and our cities and landmarks confirmed we were on the right path (thanks to the captions, photos, diagrams, charts, font). Today, we’re going to add in another tool cartographers use, a compass. A compass allows a cartographer to know the direction they are heading. Our schema about non-fiction texts allow us as readers of expository non-fiction to guess the direction the book is heading.  Okay, I know a desert is an ecosystem. The past books I’ve read about ecosystems have covered where I can find them, what they look and feel like, the kinds of animals that live there, the kinds of plants that live there, and the way living and non-living things interact together.  See what I did there? I got my bearings. A bearing is a fancy way of saying I know where the book is heading. I can use this bearing to make a prediction about what kind of information this book will probably contain. Just like how we transfer schema about our life to a character’s life, or one text to another text, we can transfer our schema about what we know about the structure (or make-up) of a non-fiction text to another one.  This bearing, along with my directions from yesterday will help guide me as I preview the text. I can use it as another way of checking in.  Alright, let’s see if my compass (or schema) is on point. I said it would have info on what they look and feel like… page 4 I see the word temperature, so check! I also said where to find the deserts… check! Page 6! Plants, animals…looking good… lots of info there. Aha! Living and non-living things. Well, lightening is non-living, and I see a picture of it on page 15 along with the caption “Lightning strikes as a storm passes over the Sonoran Desert in north America. A whole year’s rainfall can come in one single cloudburst.” Rain means water, living things need water, so check!  And, see that last part? I used my schema WITH the non-fiction text feature of captions to make sure I was on the right path. My schema was a compass that guided me as I passed by landmarks and cities (text features) while I followed the directions (headings) to get to me destination (learn about deserts). I’m keeping track and building. All of this helps me to preview the text. The better my preview, the more I’ll understand when I read it.  Readers, like cartographers, map out their books and use their schema as a compass! |
| ***Active Involvement:***  Now it’s your turn. You will get together with a partner and map out this book on animals using your schema as a compass. You’ll start by thinking of all the things you know about animal non-fiction texts. What do these books usually have information on? Then, you’ll map out what this book will be about. What’s the destination? How do the table of contents and headings give you your directions?  Then, as you preview, be sure to use the photos, captions, graphs, diagrams and font as your cities and landmarks to make sure you are on the right path, but ALSO use the schema as a compass! Is the book having information on what you thought it would?  Take a few minutes to do this with your partner, and remember readers, like cartographers, map out their books and use their schema as a compass! |
| ***Link:***  What I would like you to do when you read an expository nonfiction text today and every day after, is activate your schema of non-fiction expository text structure. What are all books on animals like? What do all books on ecosystems have? This schema is your compass to guide you as you map out the directions to get to the destination and use landmarks and cities to make sure you’re on the right track!  During your share, you will share out these your compasses and how they guided you through the “maps” you’ve made of the book you chose. Remember readers, like cartographers, map out their books and use their schema as a compass! |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Friends, bring the book you chose to the carpet. Alright, who would like to share out their compass and their maps? *(Listen to a few maps)*. What a wonderful job you’ve all done! I especially appreciate how \_\_\_\_ and \_\_\_\_ guided their directions by using their schema! |
| **Materials:**  Lots of nonfiction books. Pleas photocopy examples of the text features of the book Deserts to create the Text Feature chart. Please label what each is to the side of the photocopy. |

|  |
| --- |
| **Unit 3 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid Nonfiction |
| **Goal:** | Determining Importance and Synthesizing in  Expository Nonfiction |
| **Teaching point:** | Readers become experts by reading several books on a topic and determining the main idea and supporting details. |
| **Catchy Phrase:** | How does it all fit together? |
| **Text:** | Familiar texts on a similar topic,  Amazing science Lightning and Other Wonders Of The Sky by Q.L Pearce  Kids Discover Weather (magazine)  Kids Discover Climate (magazine) |
| **Chart(?):** |  |
| **Standard:** | 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  5.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.   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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been reading lots of different books and learning about many topics.*  *Today I want to teach you that when people read several nonfiction books on a topic, they become experts on that topic, and can teach others what they know.*  *To teach someone, we need to know the main idea and the supporting details. It helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean.*  *Because, good* readers become experts by reading several books on a topic and determining the main idea and supporting details. |
| ***Teach:***  *We have read about a few books and magazines about hail. Watch me as I try to become more of an expert about hail by reading another book. I will need to know the main idea and find supporting details.*  *(Teacher reads page 23 in the Amazing science book)*  *Wow, hail killed 12 people! Is that the main idea? Hmm, Oh no!*  *Let me think “How does it all fit together?”*  *What is the main idea? I think the main idea is “How is hail formed” (teacher writes on a chart paper)*  *What are the supporting details to support my main idea? Let me see (teacher writes on a chart paper)*   * *Happens in the summer* * *Form in thunderclouds* * *Water droplets freeze + fall several round trips before falling to the ground (use full body & hand gestures)* * *Finally falls* * *It falls at 100 miles an hour and kill people.*   *Wait, I think the last part doesn’t fit together with our main idea. (Teacher crosses off the last point) Hmm, I’m noticing a lot of information about how hail storms are dangerous. There is a second main idea! In more complicated text there can be more than one main idea.*  *Let me think “How does it all fit together?” This is all about how hail is dangerous. (Teacher writes on chart the second main idea) What are the supporting details to support my main idea? Let me see (teacher writes on a chart paper)*   * *Can fall up to 100 miles per hour* * *Can flatten crops* * *Can dent cars* * *Can break windows* * *Kill people*   *Did you notice how there were two main ideas on this page? Don’t forget more complicated text have multiple main ideas. Remember good* readers become experts by reading several books on a topic and determining the main idea and supporting details. |
| ***Active Involvement:***  *Now it’s your turn. Listen in and determine the main idea. How does it all fit together? (Teacher reads page on Tornado Alley that is large enough for all to see- either doc cam or large copy).*  *Turn to your partner and tell them what you think the main idea is.*  *(Teacher listens in to partners share)*  *Great! I heard \_\_\_ & \_\_\_\_ say there are two main ideas.*  *The two main ideas are “How tornados are formed” and “How a tornado is dangerous” (Teacher write this on chart paper)*  *Now we need to add supporting details to our main ideas.*  *Turn to your partner and tell him/her what supporting details you heard about how tornados are formed.*  *Great! I heard \_\_\_ & \_\_\_\_ say warm air meets cool dry air. Thunder and clouds build up & create a funnel shaped cloud.*  *Now we need to add supporting details to our main ideas.*  *Turn to your partner and tell him/her what supporting details you heard about how tornados are dangerous.*  *Great! I heard \_\_\_ & \_\_\_\_ say they can reach speeds of 400 mph. They pick up large things and drop them onto other thing. Damage property*  *Great work!!! You are all becoming experts on tornados. Remember good* readers become experts by reading several books on a topic and determining the main idea and supporting details. |
| ***Link:***  *Today and every day when you read a book remember to think about the main idea(s) and the supporting details.*  *Today when* you come to the carpet for share you will be expected to teach your partner about what you read by sharing the main ideas and supporting details. Remember *it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. Because, good* readers become experts by reading several books on a topic and determining the main idea and supporting details. |
| ***Mid-Workshop Teaching Point:***  *Boys and girls as you’re trying to determine the main idea another way you can do this is to first write down the details. Then you can see how they all fit together to support a main idea.* |
| ***Share:***  *Remember, good* readers become experts by reading several books on a topic and determining the main idea and supporting details. Don’t forget *it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean.* |

|  |
| --- |
| **Unit 3 Mini Lesson 4** |

|  |  |
| --- | --- |
| **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 organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. |
| **Catchy Phrase:** |  |
| **Text:** | Familiar text without heading or subtitles. Monarch Butterfly By David M. Schawrtz |
| **Chart(?):** | Box and bullet outline created during the teach. |
| **Standard:** | 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been learning so much about so many different topics. We are becoming experts on all sorts of wonderful things. We have been teaching our friends about all that we learn. Yesterday we learned how to determine the main idea and pull supporting details from our texts.*  *Well today we are going to learn how to mentally organize your notes. One way to do this is to use the boxes and bullets organizer.*  *Good* readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. |
| ***Teach:***  *Watch me as I read and create a boxes-and –bullets outline. Let me show you what I think in my head.*  *(Teacher reads the hail passage, which is a very large copy for all to see)* “What is the big idea that this text is teaching and how do all the other details connect with this?”  *Well, this paragraph is all about how hail is formed (Teacher writes how hail is formed in a box in the margin of a blown up copy of the text). We have the big idea, now we need to bullet the supporting details in the text. Bullets are large dots.*   * *Happens in the summer* * *Form in thunderclouds* * *Water droplets freeze + fall several round trips before falling to the ground* * *Finally falls*   *Now boys and girls remember we will be doing this mentally, so we won’t write in ANY of the books ☺*  *Down here I’m noticing a second idea. Remember that more complex text have more than one main idea.*  *“*What is the big idea that this text is teaching and how do all the other details connect with this?”  *Well, this paragraph is all about how hail is dangerous (Teacher writes how hail is dangerous in a box in the margin of a blown up copy of the text). We have the big idea, now we need to bullet the supporting details in the text. Bullets are large dots.*   * *Can fall up to 100 miles per hour* * *Can flatten crops* * *Can dent cars* * *Can break windows* * *Kill people*   *Did you see how I created a second box-and-bullet box when there was a new idea?*  *Remember good* readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. |
| ***Active Involvement:***  *Now it’s your turn to mentally create a boxes-and –bullets outline.*  *(Teacher reads the tornado passage, which is a very large copy for all to see)*  “What is the big idea that this text is teaching and how do all the other details connect with this?”  *Turn to your partner and tell them what the idea or ideas are in this passage (Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_ &\_\_\_\_\_\_\_\_\_ say there are two main ideas …. (teacher writes the two main ideas in the margin)*  *Great! Now turn to your partner and tell them what supporting details are for how tornados are formed(Teacher listens in)*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say the supporting ideas we would bullet are … (teacher bullets it on the chart)*  *Good job readers! Remember* good readers organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details. |
| ***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 mentally create boxes-and –bullets outlines that match their text.  Today during the share you will get to share your mental box and bullet outline about a nonfiction book that you really enjoy. Off you go! |
| ***Mid-Workshop Teaching Point:***  *Remember good readers* organize the information they are reading by mentally boxing the main ideas and bulleting the supporting details |
| ***Share:***  *Readers come over to the rug with your books that you created a box and bullet outline. Sit with a buddy and share your mental box and bullet outline. (Listen in and make notes on assessment checklist).* |

|  |
| --- |
| **Unit 3 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers grow ideas by synthesizing information when they talk to others about what they read. |
| **Catchy Phrase:** |  |
| **Text:** | Lightening and Other Wonders of the Sky by Q.L. Pearce |
| **Chart(?):** |  |
| **Standard:** | 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.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.   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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. ~~Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.~~ |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *Yesterday,**we practiced organizing the information that we are reading in our nonfiction books. You learned that you can mentally organize the information or synthesize the information by boxing the main idea in your mind and bulleting the supporting details. This is a great strategy for helping you to understand what you are reading.*  *Another way in which you can help your understanding grow is by talking about what you are reading because good readers grow ideas by synthesizing information when they talk to others about what they read.* |
| ***Teach:*** *Yesterday, I synthesized the information I read about tornados. There were two main ideas that I boxed in: How a tornado is formed and how a tornado is dangerous. These are my main ideas so when I share with someone what I read, I want to make sure to include the main ideas.*  *Now I learned a lot of details about tornados as well, but I don’t want to share them all. Instead I’m going to pick a couple of the details I bulleted to support the main idea I’m sharing.*  *Watch me as I show you how this works. I’m going to tell Juan about what I learned while reading about tornados.*  *Juan, yesterday I read about tornados and I learned how a tornado is formed. They are formed when warm, wet air meets cool, dry air. This causes a thundercloud to build up and a funnel cloud spins downward. I also learned that tornados are dangerous because they can reach speeds of up to 400 mph and cause a lot of destruction.*  *Did you see how I just synthesized the information I learned while reading and taught Juan about tornados. I didn’t tell him every little detail but I share the main ideas and a few supporting details.*  *The great thing about sharing what I read is that the person I share with learns something new and I understand better what I’m reading and become the expert on the topic. That is why readers talk to others about what they read so they can grow ideas.* |
| ***Active Involvement:***  *Now it’s your turn to try this. Refer to the passage on hail that you used yesterday. You mentally boxed the main idea and bulleted the supporting details. The first main idea we talked about was how hail was formed. Partner A turn and share with Partner B how you would synthesize what you learned about hail formation by sharing the main idea and some of the supporting details.*  *Great! I heard Jose tell Maya that hail is formed in the summer in thunderclouds.*  *Our second main idea was that hail is dangerous. Partner B turn and share with Partner A how you would synthesize what you learned about hail formation and share with them the main idea and some supporting details.*  *I heard Laura tell Jordan that hail is dangerous because it falls at 100 mph and it can destroy crops.*  *Great job growing your ideas by synthesizing information when you talked to others about what you read.* |
| ***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 the main ideas and supporting details and be ready to teach your partner. Because readers grow their ideas by synthesizing information when they talk to others about what they have read.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

|  |
| --- |
| **Unit 3 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Determining Importance and Synthesizing in Expository Nonfiction |
| **Teaching point:** | Readers deepen their understanding about the books they are reading by responding personally and intellectually in conversations. |
| **Catchy Phrase:** |  |
| **Text:** | Lightening and Other Wonders of the Sky by Q.L. Pearce |
| **Chart(?):** | Response Prompt chart (see end of lesson for an example) |
| **Standard:** | 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.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.   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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *Yesterday,**we synthesized information about what we were reading so that we could teach someone else. We learned how important it is to talk to others about what we read because it helps us to grow ideas and become experts on a topic.*  *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 interesting.” 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.*  *As I was reading about tornados I came across the part where it mentions that a tornado in Minnesota pulled 5 cars from a train into the air and dropped them in a ditch. When I read this I thought to myself, Wow! That tornado was strong.*  *When I tell someone later about what I learned about tornados, I can include my reaction. However, instead of just saying Wow! Tornados are strong. I want to make it more intellectual. To do that, I might use a prompt like the ones I have on this chart. (Show students chart of prompts) I could say to my partner, Wow! I read about a tornado that was so strong that it picked up five train cars and dropped them in a ditch. I knew tornados were strong enough to pick up a truck but I never thought they could pick up part of a train.*  *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. Refer to the passage on hail that you read the other day. 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 hail with your partner. Each of you take a turn sharing your response.*  *Great! I heard Cristina mention that it surprised her that a human could turn into a hailstone. I also heard Joshua mention that he used to think hail was always small like sprinkles on ice cream but now he is realizing that hail can weigh up to two pounds.*  *Those are great examples of how readers deepen their understanding by responding personally and intellectually in conversations.* |
| ***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 I never thought…. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

|  |
| --- |
| **Unit 3 Mini Lesson 7** |

|  |  |
| --- | --- |
| **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 recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. |
| **Catchy Phrase:** |  |
| **Text:** | The Horse of Course by Tracey Elliot-Reep (or some other expository nonfiction text)  The Story of Thomas Jefferson, Prophet of Liberty, by Joyce Milton (or some other narrative nonfiction text)  Clara Barton Kids Discover magazine, (or something else with a timeline in it.)  Harriet Tubman: A Woman of Courage by the Editors of Time for Kids with Renee Skelton (or another hybrid nonfiction text) |
| **Chart:** | Different types of nonfiction texts chart (expository nonfiction, hybrid nonfiction and narrative nonfiction) \*\*\*hybrid not to be added until MWTP  Chart of text features from lesson 1 |
| **Standard:** | 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  So far in our unit on nonfiction, we have been studying about expository nonfiction. (Add to “Different types of nonfiction” chart) Expository nonfiction is the genre of books that teach us true facts about a topic. They have text features such as table of contents, diagrams, charts, photos and captions, which you learned about last year in fourth grade. (Add definition of expository nonfiction to the “Different types of nonfiction” chart.)  There are other text features that are found in expository nonfiction, which we will learn about today. We tend to read these types of books 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 that reads more like a story. It is called narrative nonfiction, because narrative means the telling of a story. A narrative nonfiction teaches us something, but you can read it like you would a story. (Add narrative nonfiction and definition to “Different types of nonfiction” chart.) You need to read narrative nonfiction from the beginning to the end of the book, because the narrative unfolds history; it tells us what happened in the order it happened.  When we recognize the type of story we are holding in our hands, it helps us to know how we need to read it. Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. |
| ***Teach:***  Watch me as I look over these two books to compare their structure, or how they are made up. Remember, when we recognize the type of story we are holding in our hands, it helps us to know how we should read it. Readers recognize the difference between narrative nonfiction and expository nonfiction by comparing and contrasting the structure of the two different texts to decide how to read it.  (Teacher picks up The Horse of Course, by Tracey Elliot-Reep) When I open this story and flip through the first few pages, I notice that there are a lot of real pictures with real people in them, not drawings or illustrations, but photos. There is also a Table of Contents at the beginning, and a glossary at the end of the book. These are all things you learned about last year that indicate that the genre of the book is expository nonfiction. (point to the chart of text features from lesson 1 of this unit.)  A new text feature that I want to teach you about is using the headings to help you recognize expository fiction and to know how to read it. (Turn to page 21. Add the words headings to the chart of text features from lesson 1) Usually, expository nonfiction breaks the text up by using headings, and sometimes even subheadings to help us read it. This heading here, (point to “Horses at War”) helps me recognize that this section will probably be about war horses.  In a narrative nonfiction text, authors usually don’t use headings and subheadings, but rather chapters, and the chapter names sound like headings. (Open the book The Story of Thomas Jefferson, Prophet of Liberty. ) This book is a narrative nonfiction, because it reads like a story. Let me show you what I mean. (Point to page 5) See this Chapter title, it says “Growing Up.”(Turn to page 17) This next chapter is called “Revolutionary Speeches.” Notice how these aren’t labeled “Chapter 1” or “Chapter 2?” That is because this story is a collection of facts about Thomas Jefferson, but the author wanted to write it like a story. So, the author gathered a lot of information and then she put it into categories that made sense.  She wanted the story to go in order of his life, that’s why she started with “Growing up”, and if you read the whole book in order, you will learn about important events from his life, beginning with when he was born and ending with when he died. It wouldn’t make sense to jump around in reading this story, because it would confuse you. You have to read it in order to understand the things that happened. (Turn to page 43 and begin reading aloud.) Wow! That was confusing. I don’t understand this at all because I haven’t read what happened before in the book. Since I know this is a narrative nonfiction, I know that I need to start with the beginning and read in the order the book goes, in order to understand this story.  (Turn to page 21 of The Horse of Course) With this expository nonfiction book about horses, you could read wherever you want to start with, using the headings as a guide. (Begin reading out loud.) Okay, I understood that just fine. There was nothing that I needed to have read earlier to understand this book, because it is an expository nonfiction book, and you can read wherever you want in the book and still make sense of what you are learning.  Another way that expository nonfiction and narrative nonfiction often vary is in their use of timelines. (Open Clara Burton Kids Discover to pages 8 and 9.) Here, we see a traditional timeline that shows points on a line with dates. This is often seen in expository nonfiction, and it’s a collection of important events that happened in the order that they happened. We don’t typically see these types of timelines in narrative nonfiction, because the events happen throughout the story in the various chapters. (Teacher points across different pages/chapters of the Thomas Jefferson book to show where this happens.) Sometimes at the end of a narrative nonfiction, there will be a list of dates in order that shows the events that were discussed in the book. This is a different sort of timeline, and it works well in a narrative nonfiction, after you’ve read the story.  Remember, when we recognize the type of story we are holding in our hands, it helps us to know how we need to read it. Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. |
| ***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. \*Do not include hybrid nonfiction at this point. 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. Compare the structure of the two types of books like I did in front of you just a moment ago.  Remember, when we recognize the type of story we are holding in our hands, it helps us to know how we need to read it. Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it.  (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. You all did a very nice job comparing them across the different types of nonfiction.  Remember, when we recognize the type of story we are holding in our hands, it helps us to know how we need to read it. Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. |
| ***Link:***  Today during independent reading time, remember to practice all of the great strategies that you’ve been learning this year. While you are reading your different types of nonfiction books, think about what we talked about today. Is your book a narrative nonfiction or an expository nonfiction? Maybe you will even find one that you’re not sure about. If that happens, keep it to the side of your desk, because we will talk about this during the share of the reading workshop today.  Whenever you are reading, remember that when we recognize the type of story we are holding in our hands, it helps us to know how we need to read it. Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it. |
| ***Mid-Workshop Teaching Point:***  Have any of you found any nonfiction books that you aren’t sure about? Remember to hold them to the side, because we are going to discuss them during the share. |
| ***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. If no one brings a hybrid nonfiction text to the carpet, be sure to point out your example and add it to the chart of Nonfiction text types. |

|  |
| --- |
| **Unit 3 Mini Lesson 8** |

|  |  |
| --- | --- |
| **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 understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. |
| **Catchy Phrase:** | “Readers use what they know about fictional characters and the challenges they overcome to understand the real people from the narrative nonfiction stories they read.” |
| **Text:** | Who was Harriet Tubman? By Yona Zeldis McDonough  Harry Potter and the Sorcerer’s Stone by J.K. Rowling |
| **Chart:** |  |
| **Standard:** | 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

|  |
| --- |
| **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.  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. One way we can do this is by thinking about what we know about how stories go before reading. We know, for example, that in narrative fiction stories, characters often face struggles and overcome them in the end. This can help us anticipate what we will encounter as we are reading an narrative nonfiction text, because the same kinds of things happen in narrative nonfiction as do in narrative fiction.  Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. Another way of saying this is “Readers use what they know about fictional characters and the challenges they overcome to understand the real people from the narrative nonfiction stories they read.” |
| ***Teach:***  Remember last week when we read the book, Who Was Harriet Tubman? By Yona Zeldis McDonough? That was an example of a narrative nonfiction story. Watch me as I show you how a reader can use what they know about how fictional stories go, to understand this book better.  (Turn to pages 21-23.) I’m going to read these three pages to you, and when I’m done, I’m going to show you how I can use my schema about how fictional stories go to help me understand this story better. (Teacher reads from the very bottom of page 21-23 out loud.)  Now, boys and girls, I know that characters in fictional stories often face challenges and overcome them. This is just like what happens in real life. We, (teacher points around the room) have these same challenges in our lives, and so do famous people from the narrative nonfiction stories that we read.  In this part of this book, Harriet Tubman is facing a big challenge. The overseer wants her to capture the runaway slave, but she doesn’t help him, and because of that, she gets scarred for life. When I read this, I asked myself, Why? Why would she take that risk? If I think about what I know from narrative stories, I think I can understand why she would do this. When I read fictional stories, the characters in them have many things happen to them throughout the stories. Sometimes one event from their lives can affect the outcome of the whole story. It’s like the Harry Potter series of fictional stories. When Harry was a baby, his parents were killed by Voldermort and during the attack, he was scarred for life. The whole rest of the series shows how Harry constantly puts himself in danger by standing up to Voldermort. I think this is an example of something similar to what happened in Harriet’s life. Harriet had to make a decision about whether to help the overseer or to help the runaway slave. I’m sure she knew that it would be dangerous to ignore the demands of the overseer and choose to help the slave instead, but she did it anyway.  Just like in the Harry Potter series when Harry has many opportunities to either take the safe road or fight Voldermort, but he continually chooses to fight, Harriet chooses to fight. In this case, she’s fighting against what she thinks is wrong, which is slavery. I think that’s why she made the choice to help the slave, and why she continued to make difficult decisions throughout her life. Even though it was hard, and she got hurt along the way, she chose to fight for what she believed was right. This is a common theme in fictional stories, and it also happens in narrative nonfiction stories. In the fictional stories that we read, the characters who take on these challenges often become the heroes and heroines of the stories. This same thing applies to narrative nonfiction. The characters in the stories are real people who have become famous or important to us, and usually the reason why they are famous is *because* they took on that challenge.  Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. Another way of saying this is “Readers use what they know about fictional characters and the challenges they overcome to understand the real people from the narrative nonfiction stories they read.” |
| ***Active Involvement:***  In just a moment, I’m going to give you an opportunity to use what you know about fictional characters and the challenges they overcome to understand Harriet Tubman even better. I’m going to re-read a few pages from this book that we read last week. While I’m reading, think about what you know about fictional characters to help you understand why our character from this book, Harriet Tubman, is doing the things she is doing.  (Turn to pages 70 and 71 and read aloud) Okay boys and girls, I just read about when Harriet decided to join the army and fight for the Northern side. Tell your partner what you know about characters from fictional stories and their struggles that helps you to understand why Harriet made this decision. (Teacher listens in as students talk.)  Now, understanding why characters from narrative nonfictions do the things they do and how that leads to them being famous, explain to your partner why you think Harriet Tubman is still so important to us today.  (Teacher listens in as students talk.)  I heard Angel telling Maribel that he believes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Nice job using your character schema to help you understand this story, Angel!  Readers understand nonfiction characters’ struggles, motivations and traits by drawing parallels between their schema of narrative nonfiction and fiction story structure. Another way of saying this is “Readers use what they know about fictional characters and the challenges they overcome to understand the real people from the narrative nonfiction stories they read.” |
| ***Link:***  Today during independent reading time, you might be reading some narrative nonfiction stories . While you’re reading, remember what we talked about today. Think about what you know about characters from fictional stories and apply it to your understanding of the character(s) you are reading in your narrative nonfiction books. This is a new strategy that you can use for the rest of your lives when you are reading narrative nonfiction. Just like Harry Potter became the hero in the Harry Potter series for being brave and standing up for what was right, Harriet Tubman became forever important in our real lives for doing the same. You will encounter all kinds of examples of this in your reading throughout your lives, and some of the times it will be about people who really lived. |
| ***Mid-Workshop Teaching Point:***  Boys and girls, sometimes the character in a narrative nonfiction text is actually a group of people or animals that share the same traits, struggles and/or motivations. (Share an example of this from any nonfiction book.) |
| ***Share:*** |

|  |
| --- |
| **Unit  3 Mini Lesson 9** |

|  |  |
| --- | --- |
| **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 find the underlying message in narrative nonfiction by synthesizing the ideas.   (p. 64, p.69) 5.RML.3-10 |
| **Catchy Phrase:** |  |
| **Text:** | 5th grade Oregon Daily Practice page 157 |
| **Chart(?):** |  |
| **Standard:** | 5.RI.1             Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RI.2            Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.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. |
|  |  |

|  |
| --- |
| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Lately we’ve been working on narrative nonfiction, true stories and seeing how fiction stories and narrative nonfiction have similar structure.  Today were are going to discover how: Readers find the underlying message in narrative nonfiction by synthesizing the ideas. Synthesizing is summarizing what you read and applying it to yourself. |
| **Teach:**  (Put up page 157 of Oregon Practice book, read 1st paragraph)  When I read this paragraph about Kyoung’s first arrival to the U.S. I saw that everything was so different that his village, with the tall buildings and cars.  He felt like he was in a movie and everything seemed to move very quickly.  This reminded me about the first day of 5th grade.  It seemed that all of you arrived in the classroom all at once and that things moved very quickly.  It was overwhelming that first day, trying to get use to all the changes, much like Kyoung when he first arrived in the U.S.  The underlying message I discovered was that when you are in new places for the first time, things seem to overwhelm you, because there is so much to take in that time seems to fly by.  It was only when Kyoung got to his new home that things slowed down and he was about to take in everything that he’s seen. |
| ***Active Involvement:*** Now it is your turn to try and synthesize the story (Read the second paragraph of the text.)  Now think back at the most important event from this paragraph, what was that?  (Let students think silently, share with a partner, and share out)  Now, why is this important?  How does this apply to your life? (Let students think silently, share with a partner, and share out again.)  (Teacher can give his/her synthesis and discuss how everyone synthesis may be different because we have different experiences.) |
| ***Link:***  Now its your turn to practice synthesizing in your own reading.  So as you go out to read today remember to find the underlying message in narrative nonfiction by synthesizing the ideas. Then we will come back together in the last 5 minutes to talk about what we found. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** *(Bring students back to the carpet)  Lets go around and share out a synthesis or an underlying message that you have found in your reading today.* |

|  |
| --- |
| **Unit  3 Mini Lesson 10** |

|  |  |
| --- | --- |
| **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 determine what matters most in a story by recognizing many true stories follow a predictable path. (p. 64, p.69) 5.RML.3-11 |
| **Catchy Phrase:** |  |
| **Text:** | Who was Harriet Tubman? By Yona Zeldis McDonough  5th grade Oregon Daily Practice page 157 |
| **Chart(?):** |  |
| **Standard:** | 5.RI.1             Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RI.2            Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.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. |

|  |
| --- |
| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Yesterday we read a story on Kyoung and found the underline meaning by synthesizing what we read.  Today we’re going to use that same story to help us understand that Readers determine what matters most in a story by recognizing many true stories follow a predictable path.  A predictable path is the way you expect a story to follow. |
| **Teach:**  (Using Harriet Tubman)  In the book Who was Harriet Tubman, we read about her life, where she came from, what struggles she had and what she accomplished in life.  I’m going to create a flow chart of her life with the parts that matter most (heading of each chapter), so that we can clearly see how true stories follow predictable paths.  https://lh5.googleusercontent.com/bmn2YynUI0Icl68IZWtCnH1Q9niv_ksAk9IlBbIjV_1ZXnWWnsRZq_L1lAbDqtDCYFlVf95NPwcArq2FMFpqKdSKUboi9glrI3d6YKG2XKfZJ5KwNGohgJD45JEDjyXJrw  Readers determine what matters most in a story by recognizing many true stories follow a predictable path. |
| ***Active Involvement:***  Now it’s your turn to determine what matters most in a story by recognizing many true stories follow a predictable path.  (Put up page 157 Oregon Daily Practice book)  Think about what matter most in the story about Kyoung arriving to the U.S.  and see if the path was predictable. (1min think)  (Show blank flow chart)  https://lh4.googleusercontent.com/CbswOPKzNtpMSLtomoyceWcfA8vL-akhd6aaSnEYbwCkRYZPY5eK0CQOgHP16nz7Vguus3nM5tWvzNYn4wS7-gyVMsM-VB9Jk3ROl9p4uMVams1jZAoJM4ZTUnMdcTletg  In partners talk about what you selected as what matters most and talk about if you think this story took a predictable path. (2min)  (Share out and fill in chart) (2min) |
| ***Link:***  As you read your books today, pay special attention to the flow of the story so that you can determine what matters most in a story by recognizing many true stories follow a predictable path. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit  3 Mini Lesson 11** |

|  |  |
| --- | --- |
| **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 figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives. (p. 62, p.69) 5.RML.3-12 |
| **Catchy Phrase:** |  |
| **Text:** | 5th grade Oregon Daily Practice page 185 |
| **Chart(?):** |  |
| **Standard:** | 5.RI.1             Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.L.4            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.  a.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b.   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).  c.       Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|  |  |

|  |
| --- |
| **Mini Lesson:  (**7-10 minutes total)  **Connection:**  Yesterday we created a flow chart to see the predictable path that stories flow.  Today, we’re going to learn that Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in your daily lives. |
| **Teach:**  (Display page 185 Oregon Daily Practice Book)  (Read the short passage to them.)  Now I’m going to show you that reader figure out tricky words by using a multiple of strategies.  (Teacher highlights the word **demonstrated** in the text.)  This word demonstrated is a little tricky for me, so when I saw the coma and the word or afterwards, (circle the **comma** and word **or**)  I knew that it was going to give me a synonym for the word demonstrated.  (Teacher highlights **showed**).  The word is “showed.”  So I learned that Showed is another word for demonstrated.  This is very important, many times after a tricky word you may see a coma followed by Or and know that those words have similar meanings.  Another strategy that I can use is by looking the tricky word “**episode**”(highlight in different color).  I can look around for clues that may help me figure out the meaning of this word.  I see the words, “TV show, last night, and series.”  (highlight these words).  I know Meg was talking about a show she saw last night, so an episode must mean one show in a series of shows.  Now you can see two of many strategies that readers use to figure out trick words in their daily lives. |
| ***Active Involvement:*** *(Have students reread short passage and highlight the word “sternly”)*  *Now it is your turn to use word solving strategies to find the meaning of the word.*  *What do you think sternly means?*  *Look for clues with a partner in the text to discover its meaning.  (give a minute to discuss)  What clues did you find?*  *What do you think it mean.*  Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives.  *(Highlight the word “cavities”.)  What is that word? What clues help you?*  *Is it similar to a word in Spanish? (carias)  Sometimes knowing another language can give you clues to its meaning as well.* |
| ***Link:***  *It’s almost time to go off and dive into your books.  As you read, pay special attention to tricky words and use the strategies we’ve practice.  We’ll come back at sharing time to see how the strategies have helped you figure tricky words.  Remember* Readers figure out what tricky words mean by using multiple word solving strategies and actively using the vocabulary in their daily lives. |
| ***Mid-Workshop Teaching Point:***  *(Share an example of a student who has used one of the strategies, or if you see many students struggling with the same strategy, quickly reteach)* |
| ***Share: (teach looks for examples to share before this time, in order to show efficient strategies)***  *Now that we’ve had a chance to use strategies, it’s time to share.*  *Today I’ve seen \_\_\_\_(student’s name)  do a great job using (strategy)*  *(share a few examples of pre-selected students using strategies)*  *Just as you’ve seen these students use it today, all of can use these strategies whenever we come across tricky words.* |