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*Informational Writing: Reading, Research, and Writing in the Content Areas*

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| Dates |

***Grade 5 Reading Unit 8***

***Study Planning Template***

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| Unit: | *Informational Writing: Reading, Research, and Writing in the Content Areas* |

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| *Goals:*  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Forming a Research Community and Reading to Build Rich Background Knowledge *Readers smooth out the rough parts- After we make sure out reading looks right, sounds right, and makes sense, we reread to put it all back together. (Fluency & comprehension!)* * Becoming Specialists and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics * Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories * Building and Presenting Knowledge to Others-Teaching Others with New Knowledge Gained |

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| Essential Questions:  *(These should be aligned with Goals.)* | * How can readers become efficient and discerning researchers; critiquing multiple sources to find the essential information and recognizing point of view? |

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| Standards: | **READING- INFORMATIONAL**   * 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.6  Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. * 5.RI.7  Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. * 5.RI.8  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). * 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.   **SPEAKING & LISTENING**   * 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.  * 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. * 5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |

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| Key Vocabulary: | ENGLISH   * perspective * point of view * main idea * detail * date * timeline * map * cite * conflict * events * synthesizing * essential questions * points * argument * debate * counterpoints | SPANISH | RUSSIAN |

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| Anchor Texts: informational text sets at a variety of levels within specific content chosen by teacher |  |

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| Other Resources:  **Notes to teacher:**  This unit is heavily focused on content.  To help support students in accessing background knowledge, incorporate books on the topic during your read aloud. You may even choose to incorporate a variety of texts (ie: newspaper articles, primary source documents such as Emancipation Proclamation, Gettysburg Address)  During the first two days of this unit you will be ***contextualizing*** the chosen subject for your students.  *This is a time for immersing your class into the topic to create a research community.  For example, you could use film, re-enactments, plays, slideshow of images that are relevant to the topic, etc.*  After **contextualizing** the subject, the ***class*** will do some quick ***research*** and add important dates, people, events, etc. onto class timeline, map and vocab list.  At this time, students will be getting a general overview of what it means to be a researcher.  They won’t be doing independent research, rather whole class generalized study.      On Day 1 of the **roundtable**, students will review how to document learning using visual tools such as the Boxes and Bullets that will be shared out with others.  On Day 2 of the **roundtable**, a student from each group (after some precursory gathering of information) will come together to share their findings using their boxes and bullets. **Subtopic groups** will disperse and sit with members of other groups. This is meant to be a quick-share an index-cards worth of information (**expert groups**).      Concept Map = Boxes & Bullets      \*Beginning with lesson 11, it will be important to refocus your read alouds to model point of view and comparing information across text on the same subject.  It is important that you model your own research process.      At the end of the unit, students will create presentations about their new understanding.  This is an opportunity for researchers to use everything they know about reading and writing to share information and evoke feelings in their audience. This could be in the form of traditional presentation or be set up as an opportunity for debate. |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*   * assessment checklist | *SUMMATIVE*   * culminating demonstration |

Unit of Study At A Glance Planner

Grade 5, Reading

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| **Unit 8** Informational Writing: Reading, Research, and Writing in the Content Areas | | | |
| **GOAL:**  Forming a Research Community and Reading to Build Rich Background Knowledge | **GOAL:**  Becoming Specialists and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics | **GOAL:**  Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories | **GOAL:**  Building and Presenting Knowledge to Others-Teaching Others with New Knowledge Gained |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * *Days 1 & 2: Contextualizing the unit (see Notes to Teacher above)* * *Researchers get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly. (pg. 159)*   *MWTP: As you are reading, you can quickly take notes about things you might want to explore further.*  *5.RML.8-1*   * *Researchers orient themselves and others in their study by using tools like maps and timelines. (pg. 159)*   *5.RML.8-2*   * *Researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat. (pg. 159)*   *5.RML.8-3*   * *Researchers focus on one subtopic by breaking down big topics and focusing on one idea at a time. (pg. 160)*   *5.RML.8-4*   * Researchers quickly recognize significant events in time in their reading by observing dates that are mentioned at the beginning of chapters or paragraphs. (pg. 160)   5.RML.8-5   * Research community Roundtable Days 1 and 2 | * *Researchers guide their research by asking foundational questions. (pg. 162)*   5.RML.8-6   * *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?” (pg. 162)*   *5.RML.8-7*   * *Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. (pp. 163-164)*   *5.RML.8-8*   * *Researchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.*   *MWTP:  Remember, it is not necessary to read a whole book about your subject.  You can skim for relevant information. (pg. 164)*  *5.RML.8-9*   * *Researchers use signal words in order to help find the most important information. (ie:all, most, few, but)(pg. 164)*   *5.RML.8-10* | * *Researchers identify different perspectives by considering the voices heard throughout the text. (165-166)*   *5.RML.8-11*   * *Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c. (pp. 166-167)   5.RML.8-12   * *Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.* (pg. 168)   *5.RML.8-13*   * Researchers make connections from the past to the present by identifying social ideas and relating them to present day current events. (pg. 167)   *5.RML.8-14*   * *Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research.(pg. 167-168)*   *5.RML.8-15* | Culminating demonstrations |

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| **WORKSHOP CALENDAR** | Grade 5 Reading Unit 8 | Dates: |
| **Unit of Study: Unit 8** | Informational Writing: Reading, Research, and Writing in the Content Areas | |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| *Day 1*  *Contextualize the unit (see Notes to Teacher above)* | *Day 2*  *Contextualize the unit* | *Day 3*  *Researchers get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly. (pg. 159)*  *MWTP: As you are reading, you can quickly take notes about things you might want to explore further.*  *5.RML.8-1* | *Day 4*  *Researchers orient themselves and others in their study by using tools like maps and timelines. (pg. 159)*  *5.RML.8-2* | *Day 5*  *Researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat. (pg. 159)*  *5.RML.8-3* |
| *Day 6*  *Researchers focus on one subtopic by breaking down big topics and focusing on one idea at a time. (pg. 160)*  *5.RML.8-4* | *Day 7*  *Researchers quickly recognize significant events in time in their reading by observing dates that are mentioned at the beginning of chapters or paragraphs. (pg. 160)*  *5.RML.8-5* | *Day 8*  *Research community Roundtable Day 1* | *Day 9*  *Research community Roundtable Day 2* | *Day 10*  *Researchers guide their research by asking foundational questions. (pg. 162)*  *5.RML.8-6* |
| *Day 11*  *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?” (pg. 162)*  *5.RML.8-7* | *Day 12*  *Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. (pp. 163-164)*  *5.RML.8-8* | *Day 13*  *Researchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.*  *MWTP: Remember, it is not necessary to read a whole book about your subject. You can skim for relevant information. (pg. 164)*  *5.RML.8-9* | *Day 14*  *Researchers use signal words in order to help find the most important information. (ie:all, most, few, but)(pg. 164)*  *5.RML.8-10* | *Day 15*  *Researchers identify different perspectives by considering the voices heard throughout the text. (165-166)*  *5.RML.8-11* |
| *Day 16*  *Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c. (pp. 166-167)  5.RML.8-12 | *Day 17*  *Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.* (pg. 168)  *5.RML.8-13* | *Day 18*  Researchers make connections from the past to the present by identifying social ideas and relating them to present day current events. (pg. 167)  *5.RML.8-14* | *Day 19*  *Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research.(pg. 167-168)*  *5.RML.8-15* | *Day 20*  Culminating demonstrations |

**Grade 5 Unit 8 Assessment Checklist**

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| **Unit 8:** *Informational Reading: Reading, Research, and Writing in the Content Areas* |

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| Name | I can skim for important information | I can use maps and timelines to gather important information | I can identify different perspectives | I can effectively organize information | I can clearly present my topic | Notes |
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* = Beginning √= Developing X= Secure
* **Objectives:**
* 1. I can read quickly in order to get a broad overview of the topic, important ideas, events, people, the biggest conflicts, and also important vocabulary.
* 2. I can use tools like maps and timelines in order to help orient ourselves and others in our study.
* 3. I can look for places, names, events, and vocabulary in order to mark information that might be important and then go on and read more.
* 4. I can focus on one subtopic in order break down big topics and focus on one topic at a time.
* 5. I can understand that dates signify an important event in time.
* 6. I can ask meaningful/powerful questions in order to guide my research.
* 7. I can ask ourselves questions such as “Why does this matter?” and “What difference does this make?” in order to focus and deepen my research. (Midpoint: We can come up with essential questions in order to guide our research.
* 8. I can use essential questions to guide my research.
* 9. I can analyze how all my research is connected in order to organize my learning.

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| **Unit 8 Mini Lesson 1** |

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| **Unit of Study:** | Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas. |
| **Goal:** | Forming a research community and reading to build rich background knowledge. |
| **Teaching point :** | *Researchers get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly.* |
| **Catchy phrase**  ***(Kid language!)*:** |  |
| **Text:** | If You Lived At the Time of the American Revolution |
| **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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *You all have been doing a great job of immersing yourselves into the topic to create a research community. As readers start their research, they read as much as they can to try and get an idea about a new subject.*  *Today we are going to begin doing some research together by gathering information about \_\_\_\_\_\_\_\_\_ (American Revolutionary War). As you read, you will be gathering facts about the topic.*  *Researchers use those facts get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly.* |
| ***Teach: Demonstration 4-6 minutes***  *I am going to share with you how researchers look for important information. Let’s take a look at the book we have already read, If* You Lived At the Time of the American Revolution. Listen as I read this text quickly. Things I will be looking for may include ideas, events, people, the biggest conflicts, and topic-specific vocabulary.  (Teacher opens book to pg. 18-19. Start reading and stop at important facts, names, details, etc. along the way.)  Here we learned that the British and the colonies worked together. They worked together to fight off common enemies like Native Americans, France and Spain. (Continue reading)  Colonists wanted to be able to make their own decisions. (Continue reading)  British rules controlled how people lived and where they lived. (Continue reading)  The British governments also taxed the people of the American colonies.  (Continue reading and modeling)  *As I read, I was thinking about how researchers get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly.* |
| ***Active Involvement: 2-3 minutes***  Now it is your turn to listen for important information.  (Teacher reads pg. 20-21 while stopping periodically to allow students to identify important facts.)  Turn to your A/B partner and discuss the important details you have just heard about the Boston Tea Party. “A” will share information first.  *Remember, as I read, you should be thinking about how researchers get a broad overview of a topic, important ideas, events, people, the biggest conflicts, and important vocabulary by reading quickly.*  (Continue reading small parts of pgs. 20-21 while giving instructions on which A/B partner should be talking.) |
| ***Link:***  *So when you are researching a topic, you will want to read quickly in order to learn as much as you can about \_\_\_\_\_. When you are learning about something new, remember to identify important ideas, events, people, the biggest conflicts, and important vocabulary in order to gather as much general information as possible.* |
| **Mid-Workshop Teaching Point:**  *As you are reading you can quickly take notes about things you will want to explore further. (Sticky Notes)* |
| **Share:** |

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| **Unit 8 Mini Lesson 2** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge |
| **Teaching point *(Kid language!)*:** | Researchers orient themselves and others in their study by using tools like maps and timelines |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** | Map, timeline |
| **Standard:** | 5.RI.9 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****: Over the past couple of days we have been learning new information about the American Revolution (or other chosen topic. Today we are going to begin to organize our new learning.* |
| ***Teach:***  *Readers use tools like maps and timelines to help orient themselves and others in their study.**As we learn new information about the American Revolution we need to jot it down on a post it so that we can share it with others. Sometimes we can share the information by placing it on a timeline or map. Listen and watch as I read this section on the start of the Revolution (Read Aloud from the book …If You Lived at the Time of The American Revolution page 18, as you project the page with the doc cam, modeling for students how to pause and note the date 1765 for the Stamp Act on your post it). I learned in this section that the colonists had to pay taxes for things like newspapers, land deeds, card games, dice games and diplomas because of a law called the Stamp Act that passed in 1765. I wrote this date on my post it so that I can share this important event with others. Since it is an event linked to a date I can add this information to our timeline (model the placement of the post it on the timeline).* |
| ***Active Involvement:*** *Help me organize our new learning in this next section. Read this next section with me silently as I read it out loud (Read and project pages 20-21 of the book …If You Lived at the Time of The American Revolution). Turn to your elbow partner and discuss any relevant information we should include in our timeline or map of the colonies (Listen in as partners share and select student pair to call on that identified the date of the Boston Tea Party or location of the event). \_\_\_\_\_\_\_(student names), what information should I list on the timeline or map? (Allow students to share their thinking) Thumbs up if you agree. Most of you agreed, so let’s add the Boston Tea Party to our timeline and label this event on our map. Now read this next section on your own and find information that we should add to our timeline or map (allow students a minute to read the paragraph on page 22). What important information should we add? (Call on an individual student, as needed until you get the September 1774 and April 19, 1775 dates and label these on map).* |
| ***Link:*** *Did you notice how all of the information we added to our timeline had a specific date/location? Dates and locations help us identify important events or moments in history. Today and everyday as you read, pay attention to dates and locations that you come across and ask yourself, “Should this information be added to our timeline or map?”* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 3** |

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| **Unit of Study:** | Informational Learning: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a research community and reading to build rich background knowledge |
| **Teaching point *(Kid language!)*:** | Researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat. |
| **Catchy phrase:** | If it repeats, it must be important. If it repeats, it must be important. |
| **Text:** | If You Lived At the Time of the American Revolution by Kay Moore |
| **Chart(?):** | Word wall or timeline |
| **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. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Over the past couple of days we have been learning new information about the American  Revolution and creating a timeline. Today we are going to look at repeating dates along with places, names, events, and vocabulary to find important information because researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat. |
| **Teach:**  (Teacher shows pages 18-19 under document camera of You Lived at the Time of The American Revolution.)  Readers can look for repeating dates to find important facts. As you see on these pages. There are 2 dates, 1760 and 1765. I can see that this must be an important time in history, before leading up to the Revolutionary War. Now, let’s look for other things that repeat, like names, places, events. It’s a great way to sift through all of your reading and find important information quickly because *researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat.*  If it repeats, it must be important. If it repeats, it must be important. |
| **Active Involvement:**  Now it’s your turn. I want you to look at these two pages and look for words with capital letters, and see if you can find any words that repeat. Take a minute of private think time to see what you can find. Then, share with your elbow partner.  Remember …. Researchers mark information that might be important by looking for places, names, events, and vocabulary that repeat. |
| **Link:**  Now, I want you to go back and get your books out that you have on the Revolution. I want you to look for and write down dates that are repeated, as well as names, places, and events that are capitalized and repeated in your text. If it repeats, it must be important. If it repeats, it must be important. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Students will come back to the carpet, and have their important dates, names, places, or events ready to post on our working time-line/ word wall. |

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| **Unit 8 Mini Lesson 4** |

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| **Unit of Study:** | Informational Learning: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a research community and reading to build rich background knowledge |
| **Teaching point *(Kid language!)*:** | Readers focus on one subtopic by breaking down big topics and focusing on one idea at a time. |
| **Catchy phrase:** |  |
| **Text:** | If You Lived At the Time of the American Revolution by Kay Moore |
| **Chart(?):** | Boxes and bullets |
| **Standard:** | 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  We have been looking for important information about the Revolution. Today, we are going to start organizing that information. We are going to look at the information that we have already gathered, and figure out what subtopics they might fit into. Readers focus on one subtopic by breaking down big topics and focusing on one idea at a time. |
| ***Teach:***  The Revolutionary War is a huge topic. Look at all of the important information we found yesterday (Show them all the sticky notes they wrote yesterday scattering them all over the board.) What words go together? I see that on the web, we put Stamp Act, Boston Tea Party, James Otis’ quote. All 3 things are all about taxes. Let’s make that one of our subtopics. (Create a boxes and bullets and fill out that section.) |
| Now you are going to practice focusing on one subtopic by breaking down big topics and focusing on one idea at a time.  ***Active Involvement: (***Students will look at the web, and as a group, sort it into subtopics, based on the boxes and bullets above. These subtopics may eventually become their research communities. Please note, this is just an example. Based on the information your students gather, you may have different subtopics.)  See how readers focus on one subtopic by breaking down big topics and focusing on one idea at a time. |
| ***Link:*** Now, I’d like you to choose one of the subtopics and go back to your seat. Look through your books, and find as many important facts as you can about that subtopic. Yesterday you were looking for dates, places, people, and events that repeated. Please continue that focus today as you are looking for your important facts. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Students come back to the carpet with their subtopic information on sticky notes and add to our boxes and bullets chart. |

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| **Unit 8 Mini Lesson 5** |

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| **Unit of Study:** | Informational Learning: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a research community and reading to build rich background knowledge |
| **Teaching point *(Kid language!)*:** | Researchers recognize significant events in time in their reading by observing dates that are mentioned at the beginning of chapters or paragraphs. |
| **Catchy phrase:** |  |
| **Text:** | American Revolution - An Eyewitness Book by Dorling Kindersley |
| **Chart(?):** | Timeline and sticky notes |
| **Standard:** | 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Yesterday we began sorting our information into boxes and bullets, forming subtopics about the Revolution. Everyone choose a subtopic to read about. Today, I am going to break everyone into subtopic groups and balance everyone out. |
| **Teach:** When I read non-fiction, I notice that the date always comes in the first or second sentence. That is important to note because it is part of the setting of the story. What helps me to understanding the setting is to look at a time line. For example, when read about the Boston Tea party and how it happened December 16, 1773. When I look at our class time line, I see that the war started in 1775. So that is 2 years before the war starts. And it was 1760 that the British started taxing the colonists. |
| **Active Involvement:** We will be looking at page 26, the Declaration of Independence, in the American Revolution book (put it on the overhead). Have students locate the date (1776). Ask students what is important about this date. Hopefully they will easily be able to tell you that is the year of the Declaration of Independence. Ask students to tell you a significant date before and after 1776. This should help the students understand the setting of this particular passage. |
| **Link:** Today you are going to be finding the dates in which your subtopic is taking place, and we will be organizing our subtopics on to our timeline. Now I will assign your subtopic groups (break up students into their groups.) This will be your group for the next couple lessons and then we will switch subtopics. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Come back and post your date and subtopic onto the timeline. |

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| **Unit 8 Mini Lesson 6** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge |
| **Teaching point *(Kid language!)*:** | Researchers guide their research by asking foundational questions. |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** |  |
| **Standard:** | 5.RI.7  Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  Researchers, the past two days we have heard lots of information from our subtopic experts.  I’m sure several of you had questions that came to mind as the sharing took place.  Today I want to talk about how we can use these definition questions to further our understanding of the subtopics we are researching. |
| ***Teach:***  To further our understanding on our subtopics we need to develop questions.  These questions will help us notice patterns and categories found in our research.  We can read deeper to get the essence of a subtopic using these questions as our guide.  A couple days ago we read about several events that we identified as important.  We labeled each of these events on our timeline. As researchers, we need to ensure that we ask ourselves questions that define these events for us so that we understand more deeply.  These definition questions tend to start with who, when, why, what, where and how. This is what it would sound like as we are reading our texts (Teacher models rereading page 20 of the book …If You Lived at the Time of the American Revolution).  A question I have is, “Why did the British take away all the taxes except the one on tea?”  My hypothesis is that tea was the most lucrative import into Boston.  King George would have lost a lot of money if he had not taxed this item.  Did you notice how my thinking about this event went deeper as a result of my definition question? |
| ***Active Involvement:***  Now it’s your turn practice asking definition questions about what you are reading.  Read page 21 silently as I read it out loud (Teacher reads the page to students).  Take a moment to think of a definition question that would help deepen your understanding of what happened here that begins with who, when why, what, where and how (give students 30 seconds to compose their definition question).  Turn to your partner and share each of your questions (Teacher listens in to monitor students’ use of the 5 Ws).  I heard \_\_\_\_ and \_\_\_\_\_ (names students) share the definition question \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (say the question you heard).  Thumbs up if you had a similar question.  When we answer these definition questions, it makes us look at what caused these events giving us a deeper understanding. |
| ***Link:***  Researchers, today and every day as you go off to read make sure to ask definition questions about what you are reading.  Remember, researchers guide their learning by asking definition questions that begin with the 5Ws and H in order to deepen their understanding. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 7** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Becoming Specialists and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics |
| **Teaching point *(Kid language!)*:** | *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?” (pg. 162)  5.RML.8-7* |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** | H-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.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. |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *Yesterday we worked on how we as “*Researchers guide our research by asking foundational questions.”  Now it’s time to take a look at those questions and make sure there deep.  Today, we’ll deepen our research *by asking ourselves questions such as “Why does this matter?” and “What difference does this make?”* |
| ***Teach:***  (Hold up your book “...If you lived at the time of the American Revolution) I noticed that this book is organized by questions.  Look at the table of contents, each chapter is a question that we want answered.  Most of these questions begin with What, Who, Did, and How.  Although those questions are important, they're not as deep as we 5th graders need to go.  Let me teach you some deeper questions that real researchers use to guide their research.  I’m going to add these to an H-Chart.  QOI80jR0fm-s7mWyOdl9bZ6yQmzDlHwBIttoo8m5DvtzWIZLAJLqPhyl9OKzzHkt2nF99sMCV4rTcoizN9A7XbYiSfN3zTDSSDikxkkFMMW8M2bsALEafgVZCZyJ9yjyug  I’m going to add **Why does it matter that there are Patriots**?  I can go to page 27 to find those ideas and evidence for an answer.  As I read the beginning paragraph I see that Patriots are those who wanted to be Americans and not British Americans.  If there weren’t those who wanted to be out from under England's hands, then there would not be a United States of America, we’d be British Americans, No president, we’d all have a King to rule us. (Add answer and evidence to the chart)  *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?”* |
| ***Active Involvement:***  Now it’s your turn to think about a question that relates to our book about What difference does \_\_\_ make?  (Think-Pair-Share)  I overheard someone say, “**What difference does it make that there are ⅓ of the people who aren’t Loyalists or Patriots?**  Let’s all think about that?  (Think-Pair-Share)  Let me record this thinking, because we are starting to act like real researchers and deepening our understanding because we’re asking loaded questions that really help us understand our topic.  *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?”* |
| ***Link:***  Today you are going to go work with your research reams researching your subtopic.  I will give every group a piece of poster paper and markers so that you can make your very own H-chart for your subtopic.  Explore your subtopics adding questions to the H-chart.  You may start with simple questions but as you find answer, challenge your group with deeper questions that follow the sentence frames I posted.  *Researchers focus and deepen their research by asking themselves questions such as “Why does this matter?” and “What difference does this make?”* |
| **Mid-Workshop Teaching Point:**  *As your in your research teams and you are getting into your books, remember that you are only looking for information in those books that relate to your subtopic.  You’re not going to read the whole book, cover to cover, you’ll going to use the table of contents and look for parts of the book that teach about the topic you are researching right now.* |
| **Share:** (Have research teams hang up their H-chart posters on the walls and have them do a gallery walk looking at the questions everyone else wrote.  Then come back to the carpet and talk about some of the best questions that groups wrote.) |

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| **Unit 8 Mini Lesson 8** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Becoming Specialists and Reading as Researchers-Synthesizing, Analyzing and Exploring Essential Questions in Subtopics |
| **Teaching point *(Kid language!)*:** | Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. (pp. 163-164) |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** | H-Chart (Continued) |
| **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.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. |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *We’ve learned that in order to enrich our understanding of our subtopics, it is important to ask ourselves consequence questions that will focus and deepen our research.*Today we are going to go one step further and start looking at common questions that have arisen amongst the subtopic groups.  We will work on reading closely to synthesize, analyze, and explore essential questions.  *Our focus is, “* Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research.” |
| ***Teach:***  Today we have 4 step process, 1st we’re going to read closely and then synthesize what we already know about the American Revolution with what we just read.  Then we’re going to take that synthesis and ask essential questions that we will research.  On the Doc Cam, I’m going to read pages 32-33.  What difference does it make that the Declaration of Independence was written?  (Add to a H-chart from yesterday)  (Use the evidences on the H-Chart to answer the question)  GEqO-b6TLGn24GHW5aVoXETyPQFeu52qqWQumE4Ap-N_j4VkfV-CTxI7Js8cA64RRxorVuYFSvdlHNQ2F37o5eSoVDkuXbMiW2w8DQj8HMb0h_KjNwohsO1XK8yobc4V-Q  As I realize that some patriots became loyalists because of what the Declaration of Independence said, it makes me wonder what does it say in the Declaration of Independence that would cause a patriot to change sides and move back to England? Maybe this would be a good question for me to research.  I could easy find a copy of the Declaration of Independence and read it specifically looking for that type of evidence.   Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. |
| ***Active Involvement:***  Now that’d I’ve demonstrated how closely reading and synthesizing helps us ask essential question, I want you to think about what other essential question we can ask now that we’ve read this passage.  (Think-Pair-Share)  I’ve heard someone say:  “What difference does it make that some Patriots began siding with the British and returned to England?”  This is a great question that we can research and find out what difference it had on the war.  Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. |
| ***Link:***  As you go out and read closely, think about all the things you’ve learned, and ask questions that will drive your research.  Add them to your H-Chart to later share with your research teams.  Researchers determine importance by reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Now it’s time to get in your research teams and discuss the questions you’ve come up with.* |

**Unit 8 Mini Lesson 9**

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge |
| **Teaching point *(Kid language!)*:** | *Researchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.*  *MWTP:  Remember, it is not necessary to read a whole book about your subject.  You can skim for relevant information. (pg. 164)*  *5.RML.8-9* |
| **Catchy phrase:** | Divide and conquer |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore  Wikipedia: Declaration of Independence and Thomas Jefferson |
| **Chart(?):** | H-Chart (continued) |
| **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.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.7  Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |

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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *Remember yesterday when we* reading closely, synthesizing, and asking essential questions (that the majority of the class had) to guide their research.  We were left with the question, “What exactly did the Declaration of Independence say that made Patriots change to Loyalists?  (refer to H-chart)  *Today, we’re going to “*Divide and conquer,” *because, “Researchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.”* |
| ***Teach:***  “What exactly did the Declaration of Independence say that made Patriots change to Loyalists?  Let’s take this question and break it into smaller parts that we can look for.  Divide and conquer and question.  I’m going to write a few that I have thought about and add it to our chart. (See examples on chart)  The one I’d like to dive into is What was said against the king?  I’ve gone to the internet and looked up in Wikipedia.  I’m going to put up a part of the Declaration of Independence where I found evidence of what was said against the king.  (Show section of Declaration of Independence found at this website and read a few parts  <http://en.wikipedia.org/wiki/United_States_Declaration_of_Independence> ) (Add to chart)  0Qp808gZYKBZ-ekt7RzWbHAAWsV5PfwiDvI2bEKnEtrAd1hs_AI4m8e1QKM5421qQvjnF4I7ReTJzQBQBjT9QrK8lFK1VPj5Ftk7i0JVYqNKbti0GrgJ95uQ1pWsz5jRnA  As you see breaking down this question into smaller parts helped me hone in on getting specific evidence to answer my question.  You are researchers, you are rolling up your sleeves and digging into lots of different sources.  *Researchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.* |
| ***Active Involvement:***  Now it’s your turn to, let’s take the question “who wrote it?”  from this question we can click on the link of Thomas Jefferson.  See here on the computer on Wikipedia the first line of the second paragraph has Thomas Jefferson in blue (<http://en.wikipedia.org/wiki/Thomas_Jefferson> ).  If we click on it we go to the site that teaches us about him.  With your partner, each pick a paragraph and think about how this relates to our bigger question.   (Think-Pair-Share)  R*esearchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.* |
| ***Link:***Now it is your turn to work with with your research group.  Break up your questions into smaller parts.   Divide and conquer.  If each of you work on smaller section then you can answer the bigger questions quicker and learn more about your subject.  Work as a team.  ***R****esearchers learn new information by breaking down our essential questions into smaller parts in order to understand all the elements that go into the bigger question.* |
| **Mid-Workshop Teaching Point:** *Remember, it is not necessary to read a whole book about your subject.  You can skim for relevant information.* |
| **Share:** Bring what you learned about your question and write down your evidence on the group H-chart.  Share what you learned with your group so that everyone can learn from the research you did. |

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| **Unit 8 Mini Lesson 10** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Becoming Specialists and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics |
| **Teaching point *(Kid language!)*:** | *Researchers use signal words in order to help find the most important information. (i.e.: all, most, few, but)(pg. 164) 5.RML.8-10* |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** |  |
| **Standard:** | 5.RI.1   Quote accurately from 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****:*  In past lessons we have learned that we need to pay attention to repeating numbers (dates) and repeating words that are capitalized (people’s names and places).  These are some signal words that lead us to important ideas.  Remember you have to read like you drive a car.  You can speed up when it is a straight road out in the country but when you see road signs that say “caution” or 25 mph curve, then you slow down and pay closer attention.  Today we are going to learn about some new signal words because r*esearchers use signal words in order to help find the most important information.* |
| ***Teach:***  *Often when we read there are signal words that stick out as we read that indicate that important information is near.  Researchers don’t always read at the same pace, often they skim, read quickly, looking for specific important information.  When they get to certain signal words they slow down their reading and look for important information.  Let me write a few of those signal words on the board.*  *All, Most, Few, But, However, In the beginning, Next, Finally, numbers*  *I’m going to read on page 27.  I’m going to put it up on the doc cam, so that we can look at it together.  (Read the first paragraph and slow down at the signal words, In the beginning and But.  Demo how these words are signal words and how these words show that important information is followed.)*  *Researchers use signal words in order to help find the most important information.* |
| ***Active Involvement:***  Now it’s your turn.  Read the rest of the book with your partner and slow down when you get to the signal words we spoke about and read carefully for important information.  (Give students 1-2 mins. to do this)  Who found a signal word and slowed down finding important information? (Have a few students share) (Possible signal words are: one-third, most, but)  *Researchers use signal words in order to help find the most important information.* |
| ***Link:***  *Let’s go out and research today, paying special attention to signal words, and slow down our reading looking for important information.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 11** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories |
| **Teaching point *(Kid language!)*:** | *Researchers identify different perspectives by considering the voices heard throughout the text. (165-166)  5.RML.8-11* |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **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.6  Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  5.RI.8  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *Last time we meet, we worked on researchers using signal words in order to help find the most important information.  Those signal words are all over the place when we read, so don’t forget to slow down and pay close attention to important information.*  *Today, we’re going to look further into different perspectives or points of view, by identifying the voices heard throughout the text.   In previous lessons we spent time looking at point of view and that people have different points of view based on who they are and where they came from.* |
| ***Teach:***  *It’s really important to understand that even though we are reading nonfiction, those that write nonfiction still bring in their own perspectives. It’s not always easy to see that, you really need to pay attention to how the author writers to find hidden biases in the text.  Let me show you what I mean.*  *I’ve been reading a lot on American Revolution, but when I read pages 35-36, It felt a little different.  It felt like the author was supporting the Loyalists by saying all the bad things the Patriots did to them after the Declaration of Independence was written.   Whenever I’ve read about the American Revolution, it’s always pointed out the Loyalist side, but mostly it focused on the hardships of the Patriots.  This is probably because it’s the Patriots who won, and they spent more time writing about this part of history.  So, when I felt like the author was supporting more the Loyalists, it made me wonder about the Author.  Maybe the author was Britian.  That made me go research further about the author and I found the Author’s note on page 80.*  *(Read page 80 and talk about how point of view can affect nonfiction writing)*  *Researchers identify different perspectives by considering the voices heard throughout the text.* |
| ***Active Involvement:***  Often in books written for kids, they simply the information so that younger kids can understand it.  However they may simplify it so much that they do not tell all the sides.  Lets look through several books together and consider their perspectives.  Author’s notes are very helpful in discovering perspective.  (select several books, preferably one from each research group and do a quick book walk through them just looking at titles, subheadings, pictures, some captions and author’s notes to discover the perspective of the authors.)  *Researchers identify different perspectives by considering the voices heard throughout the text.* |
| ***Link:***  *As you research more, remember that there are often hidden biases in nonfiction and in order to identify the different perspectives in the books or articles we need to consider the voices heard as we read.  It’s a lot of inferring involved, but you can do it.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 12** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories |
| **Teaching point *(Kid language!)*:** | *Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c. (pp. 166-167) 5.RML.8-12 |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore (page 65 and 71) |
| **Chart(?):** | H-Chart (continued) |
| **Standard:** | 5.RI.1   Quote accurately from 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****:*  *Yesterday we did some tough work on perspectives we find as we read nonfiction.  Today will also be challenging work as we discover that, “Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c.” |
| ***Teach:***  *I’m going to put up page 65 on Paul Revere.  As I read this think about How the author makes you feel about him.  (Read aloud page 65)*  *Wow, I felt like this guy was a really brave hero,  he did so many great thing to help win the American Revolution.  I’m going to fill out a few of those things on our H-Chart. (fill in infor for Paul Revere as seen below)*  *B9-mxaGrB-Htva41B8Vn84LwZQL4OH0o6YkLq_lWbdjjhzCNRNrASGoaZBP0QrlWq7Ay4A4zyI7hbEozulqsRbW973KJDSXSDMaey0Z0cC22SkkqI2OAPKYKRio0JwhN4g*  *As researchers can identify the feeling they feel as they read, it helps them have a deeper understanding of the truth about the topic.* |
| ***Active Involvement:***  Now I want you to try this.  I’m going to read the part on page 71 on Dr. Benjamin Church.  (show on doc cam as you read and leave up for students to refer to)  How did the author make you feel as you read about Dr. Benjamin Church?  (Think-Pair-Share)  Let’s add some of these details to our chart.  Wow, these two men were a lot alike, they were both captured, Paul escaped and Benjamin was sent to prison and exiled.  They both were secret agents, only the author called Paul a secret agent and Benjamin a spy.  Just looking at how these two men were categorized, one was a brave hero and the other was untrustworthy and sneaky.  *Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c. |
| ***Link:*** As you go out to research, keep this in mind what you are feeling as you read.  Keep in mind that authors do this on purpose.  Pay attention to this and know there may be more to the story.  *Researchers identify the feelings that are drawn out by the stories and images they encounter in order to find themselves with a much deeper understanding of the truth about the topi*c. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 13** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories |
| **Teaching point *(Kid language!)*:** | *Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.* (pg. 168)  *5.RML.8-13* |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore (page 18-19) |
| **Chart(?):** |  |
| **Standard:** | 5.RI.1   Quote accurately from 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****:*  *Yesterday, we found a much deeper understanding of the truth about the topi*c by *identifying the feelings that are drawn out by the stories and images.*  *Today let’s look at how, “researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.”* |
| ***Teach:***  One purpose of reading can be to argue.  If I think I am right but don't have all the facts, going and finding the facts to argue with can be very motivating and satisfying… especially if you win.  I am going to model this for you.  I know that if I were to ask you, who do you think were right, the patriots or the loyalist?  Most of you would say the patriots.  So I am going to take the other side and argue why the Loyalists were right.  Now this is probably not what I think but both sides have a good argument, and to truly understand an argument you should be able to argue both sides.  (Read p. 18 and think aloud some of the points you would make)  The loyalist were right because they were the first settlers in America.  Their soldiers protected us from attacks from Native Americans as well as from invitations from other countries because we were weak and had no armies. Turning our backs and fighting against Great Britain is ungrateful thing to do.  We would not have survived without their support.  *Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.* |
| ***Active Involvement:***  Now comes the fun part.  You get to read this again with the argument in mind that the colonists had the right reasons for starting the war.  I’m going to give you a minute or two to re-read this section, looking for points and counterpoints you can make.  (Give 1-2mins)  *(Think-Pair-Share)*  *Great, I overheard (student) say that…(possible points: Freedom, make own decisions, tired of British rules and them controlling trade and telling them where they can live, high taxes, no voice…)*  *It’s kind of funny that a few lessons ago, we were trying to be aware of our writers biases, but now we ourselves are taking sides.  Often when we take sides, it helps us even understand more why things worked out the way they did.  Remember: “Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.”* |
| ***Link:***  *Let’s get back into our books and continue this important work today.  Don’t forget that, “Researchers can read with an argument in mind, thinking about points and counterpoints they could make when debating with a partner.”* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 14** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories |
| **Teaching point *(Kid language!)*:** | Researchers make connections from the past to the present by identifying social ideas and relating them to present day current events. (pg. 167)  *5.RML.8-14* |
| **Catchy phrase:** |  |
| **Text:** | Declaration of Independence |
| **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.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.8  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  5.RI.9  Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *Yesterday, we spent our time reading with an argument in mind, thinking about points and counterpoints they could make when debating with a partner. That type of work can be fun yet challenging.*  *Today, we get to make connections between our current day social issues and similar social issues back in the day of the American Revolution.*Researchers do this, they  make connections from the past to the present by identifying social ideas and relating them to present day current events. |
| ***Teach:***  “We hold these truths to be [self-evident](http://en.wikipedia.org/wiki/Self-evident), that [all men are created equal](http://en.wikipedia.org/wiki/All_men_are_created_equal), that they are endowed by their [Creator](http://en.wikipedia.org/wiki/Creator_deity) with certain [unalienable Rights](http://en.wikipedia.org/wiki/Inalienable_rights), that among these are [Life, Liberty and the pursuit of Happiness](http://en.wikipedia.org/wiki/Life,_liberty_and_the_pursuit_of_happiness).”  Do these words sound familiar?  Right, they are from the Declaration of Independence.  This was the reason that America went to war.  Before this, people didn't believe they had rights.  This is a major theme that still is being debated today.  As researchers we make connections from the past to the present by identifying social ideas and relating them to present day current events.  This “pursuit of happiness” may seem like an old one but it is still debated today.  For example, if you wanted to go into a rated R movie, could you get in.  If you really wanted to see this movie, then this would be your “pursuit of happiness”, a truth or a freedom that the government should prevent you from from pursuing and yet they do.  Do they have the right? Or what about video games and their rating system?  You see, we can make connections from the past to the present by identifying social ideas and relating them to present day current events. |
| ***Active Involvement:***  What social ideas are similar during the time of the American Revolution and now?  (Think-Pair-Share)  Great I heard some great ideas. (Possible ideas: Women’s rights to fight, Schooling of kids,  Who say’s what is fair, Fighting for what you believe, Differences of Opinion)  Remember, “Researchers make connections from the past to the present by identifying social ideas and relating them to present day current events.” |
| ***Link:***  We are close to finishing our work in this unit, so as you're reading you have limited time to identify social ideas and relate them to our current events today. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 15** |

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| **Unit of Study:** | Informational Writing: Reading, Research, and Writing in the Content Areas |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts When Forming Ideas and Theories |
| **Teaching point *(Kid language!)*:** | *Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research.(pg. 167-168)   5.RML.8-15* |
| **Catchy phrase:** |  |
| **Text:** | …If You Lived at the Time of The American Revolution by Kay Moore |
| **Chart(?):** | Box & Bullets |
| **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. |
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| **Mini Lesson:  (**7-10 minutes total)  ***Connection****:*  *Yesterday, we discussed social ideas that were similar in the time of the American Revolution and now.  Today is our final day before we start our culminating activity.   In order to set us up for success, we’re going to work on us as “Researchers (who) clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research.”* |
| ***Teach:***  I’m going to start our box & bullet chart on the important concepts for the Patriots, Loyalists, and those that are neutral(don’t pick a side).  (start the example chart below and add a few details in each column).  *66WVtpOp6mO6gMidJOSpK9SsLYTD3QiA9hfrMUr6rO7LIqa9THRQd1KysJwIZo5oOB3_2LKTQcgGtZByzS2ds7wMIie9cOXyYNo3Oc3vBpxJSsch0fOVcGgbzoOH-1YahQ*  As you can see these are just a few details that support each group of people.  *Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research* |
| ***Active Involvement:***  Now’s it’s your turn to think about other details that you have gathered during your research to add to each of these columns.  (Think-Pair-Share)  Let’s add some more details.  (add more that you hear from the students.)  This is one way that, “*Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research.”* |
| ***Link:***  I am going to give each research group a piece of chart paper to make their own boxes and bullets poster to share what you have learned.  This you will be presenting to the class and talking about what it says so make sure that everyone participates because everyone will be responsible for sharing something.  *Researchers clearly explain the important concepts of a topic by using the main idea and supporting details they have gathered from their research* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *(Your culminating activity may vary. It may be speeches or powerpoint or group presentations.)* |