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Resource Materials

See Separate Packet
Abstract

In fifth grade unit 3 Informational Reading, students read expository, narrative, and hybrid informational text.

In the first concept, Readers determine importance and synthesize when reading informational text; readers learn strategies that help them read for main ideas and supporting details and fit all the text together as they become experts on the text topics. This main idea work is on-going as readers take in each section, collecting main ideas and supporting details across text leading to summarizing information when talking with partners. As they read, readers will see the importance in previewing the text before reading, using text features to predict how information is organized, and think about subtitles as they study pages of expository text. Text features add additional information for readers to synthesize. Readers are expected to use a “boxes and bullets” note taking strategy to organize the information they’ve read and use their notes to talk with partners about their topics. Readers will learn to respond to text based on prior knowledge and life experiences and generate possible central messages as they summarize based on all that they have read and know.

In the second concept, Readers determine text structures and synthesize when reading informational text; readers use their knowledge of the way informational text is organized to notice descriptive, chronological, comparison, cause and effect and problem and solution structures within and across sections of text. Readers learn ways to take notes in service of understanding not only the text structure but also the content of what has been read. Readers acquire organizational strategies for explaining the content of their topics to their partners.

In the third concept, Readers problem solve when they encounter topic specific words; readers learn strategies for overcoming the challenges of solving unknown words and their meanings. Readers will look for parts they know, use synonyms and think about the context of the text in the midst of reading, in order to teach others about their topics.

In the fourth concept, Readers read narrative informational and hybrid informational texts; readers will learn ways to differentiate between narrative informational, hybrid informational and expository text, however, they will see that similar strategic work is required for understanding all types. Readers shift their focus from expository text to narrative informational and hybrid informational text. Readers will use what they know about text structures, expository text and narratives to read hybrid informational text. Readers will use what they know about reading narrative text to read and understand narrative informational text, including biographies and true action adventure stories. Readers will see that knowing how to study character brings strength in reading and understanding narrative informational text. Readers will study people, as they did characters, by noticing and thinking beyond the person’s actions, motivations, challenges and success. Readers will ultimately think about the big ideas the text is teaching and learn to retell their information interjecting their own inferences and thinking to synthesize all the information.

The building of these concepts and the students’ proficiency of strategy use depends on teaching in read aloud with accountable talk, mini-lesson, guided reading and strategy groups, one on one conference, and partner conferences.
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3
Background Information

Readers have had multiple opportunities to focus on informational text while reading throughout their kindergarten – fourth grade years. This is not their first unit of study with a focus on close reading of informational text. Plan to read aloud numerous and varied types of informational texts across the unit of study. Expository, narrative informational and hybrid informational are referenced throughout the unit and utilized in mini-lessons. (If teacher reflection concludes that teacher learning is required to understand these types of informational text two articles have been referenced at this bottom of this background section.)

Assessment is always ongoing. Opportunities to see reader’s thinking in light of the objectives of the unit will come in the form of listening to the talk of readers during read aloud with accountable talk, partnerships, and conferences. Furthermore, reader’s thinking will be evidenced in flagged pages, personal jots, and the class jot lot. Take the time to listen to a reader read aloud if there is daily concern from lack of transference of the teaching point, lack of understanding or if there is uncertainty about appropriate reading level. The unit is clearly targeted on comprehension strategies and therefore, strategies for assessing comprehension will be put into play from start to finish.

A collection of informational texts, consisting of expository, narrative informational and hybrid informational is required in this fifth grade unit, along with the already established book bags, folders post-its and notebooks. Readers will think about and use strategies for understanding informational text as long as they are reading it. The first part of the unit focuses specifically on expository text. Some teachers organize crates of text around large topics, like marine life. Other teachers organize crates based on reading levels. Either way, the expository text focus requires that the classroom library showcase expository text for student shopping. The final concept in the unit shifts to narrative informational and hybrid text. At this time the classroom library should also shift to reflect the change in informational text types. Some teachers arrange crates of books by biographies, true action adventure, or topically. Teachers need to think about the amount of informational books needed based on readers reading rate and levels. Of course, teachers will be limited by the established book resources of their classroom, school or district, unless they enlist the resources of a township library. Teachers will want to take the extra steps to match readers to levels as well as readers to titles, especially for those whose first interest is not informational reading.

Teachers may want to consider rotating partnerships based on informational reading interests, hobbies and curiosities. Some teachers survey readers and make partnerships based on aligned interest and close reading levels for an informational unit of study. It is not necessary for partners to read the same title of informational text throughout this unit, but this structure could be a consideration. Partners may instead read on similar topics (electronics) and when given time to talk can share their learning and knowledge related to their study. This allows for the content under discussion to be alike while bringing in different points of view and content related to the topic.

Readers will continue to also shop for, read and log narrative just right text. Many classroom teachers will allocate minutes for reading informational text related to the mini-lesson and minutes allocated to reading narrative text. This is in an effort to help readers maintain and progress in narrative reading levels, pace and rate while at the same time teaching informational reading strategies.

Additionally, read aloud with accountable talk is occurring daily in support of all informational reading comprehension work. Many informational titles have been read aloud at this point (possibly even from science and social studies as suggested in the unit) and may be suitable for referencing and utilizing in mini-lesson demonstrations. Continue to read aloud demonstrating the way in which proficient readers weave multiple strategies together as they turn the pages, to understand informational text, while also giving readers the chance to try this rigorous thinking with guidance. The hope is that readers will have experienced multiple titles throughout this informational unit during read aloud with accountable talk. Teachers may decide to choose some of the read aloud books based on titles suggested in this unit, known classics or teacher favorites, as well, as readers’ reading levels and interests. Texts of varied lengths, authors and types of informational text will support the unit of study.

The fifth grade social studies and science content is a focus in text content for mini-lesson demonstrations to showcase weaving content area standards into the reading workshop block of time throughout this unit. This is an option of course, as teachers may decide to forgo this content area connection in lieu of teacher resources, student interest, or current affairs and interests.

Articles for teacher learning:
“What is the difference between a Nonfiction Narrative and Informational Text?” http://classroom.synonym.com/difference-between-nonfiction-narrative-informational-text-2922.html

“Informational Texts and the Common Core Standards: What are they talking about anyway?” By Beth Maloch and Randy Bomer (helps distinguish types of informational text, including hybrid informational)
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

Resources and Materials Needed
- See Resource Packet Unit 3

<table>
<thead>
<tr>
<th>Fountas and Pinnell Levels</th>
<th>DRA Levels</th>
<th>Number of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C level readers</td>
<td>A-4</td>
<td>10-15 books</td>
</tr>
<tr>
<td>D-K level readers</td>
<td>6-20</td>
<td>6-10+ books</td>
</tr>
<tr>
<td>L-N level readers</td>
<td>24-30</td>
<td>5-8 books, chapter, informational, and favorites</td>
</tr>
<tr>
<td>O-Q level readers</td>
<td>34+</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
<tr>
<td>R-T</td>
<td>40</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
<tr>
<td>U-W</td>
<td>50-60</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
<tr>
<td>X-Z</td>
<td>70-80</td>
<td>2 chapter books, informational, and favorites</td>
</tr>
</tbody>
</table>

- Fifth grade readers from a school where Reading Workshop is aligned K-4 will have many routines and procedures in place on the first day of school. Teachers will want to establish the routines and procedures quickly for shopping, which should be done outside of the reading workshop block of time (before or after lunch, library day, before the AM bell, after the PM bell, during snack, or when students are finished with a test or an assignment are suggested times). An anchor chart can help remind readers of this procedure.

RESEARCH ON READING RATE: The rate at which readers read matters. If a reader reads Level M text (Magic Tree House) at 100/WPM they will only need two 30 minute reading sessions to complete one book. If they read closer to 200/WPM they will read one Level M book in one 30 minute session. Dependent on reading rate, these readers would complete either 2.5 books in a five day week or 5 books across the 5 day week, respectively. Help readers set goals based on their reading rate to progress through many books. Reading logs help show reading rate, set goals, and show goals met over time.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>WPM</th>
<th>GRADE</th>
<th>WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60-90</td>
<td>6</td>
<td>195-200</td>
</tr>
<tr>
<td>2</td>
<td>85-120</td>
<td>7</td>
<td>215-245</td>
</tr>
<tr>
<td>3</td>
<td>115-140</td>
<td>8</td>
<td>235-270</td>
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<tr>
<td>4</td>
<td>140-170</td>
<td>9</td>
<td>250-270</td>
</tr>
<tr>
<td>5</td>
<td>170-195</td>
<td>12</td>
<td>250-300</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Approximate # of Words</th>
<th>Reading Rate</th>
<th># of Minutes per Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horrible Harry</td>
<td>L</td>
<td>4500</td>
<td>100 WPM/200 WPM</td>
<td>45 Min/25Min</td>
</tr>
<tr>
<td>Magic Tree House</td>
<td>M</td>
<td>6000</td>
<td>100 WPM/200 WPM</td>
<td>60 Min/30 Min</td>
</tr>
<tr>
<td>Stone Fox</td>
<td>P</td>
<td>12000</td>
<td>100 WPM/200 WPM</td>
<td>4 Hrs/2 Hrs</td>
</tr>
<tr>
<td>Hundred Penny Box</td>
<td>Q</td>
<td>6000</td>
<td>100 WPM/200 WPM</td>
<td>60 Min/30 Min</td>
</tr>
<tr>
<td>Hatchet</td>
<td>R</td>
<td>50000</td>
<td>100 WPM/200 WPM</td>
<td>8 Hrs/4 Hrs</td>
</tr>
<tr>
<td>Missing May</td>
<td>W</td>
<td>24500</td>
<td>100 WPM/200 WPM</td>
<td>4 Hrs/ 2 Hrs</td>
</tr>
</tbody>
</table>

Allington (2000)
*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.
More Resources and Materials Needed

Teacher Resources

- Gallon-size plastic bag for every reader
- Informational text matching leveled reading range of reader (expository, narrative and hybrid)
- Pens or pencils for readers, stored in bags
- Post-its/sticky notes stored in bags
- Readers Notebooks—composition or spiral
- Pocket Folders—hold logs, book list, conference notes etc.
- Abundance of chart paper
- Abundance of assorted colors and sizes of paper for individual or small group charts
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers

Professional Resources


None of the suggested book titles in these lessons are needed if you have titles that match the suggested books’ genres and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini-lesson. The titles in these lessons are all suggestions to help you make choices beyond our recommendations.
Why a Script?

The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a “reading coach” for teachers. Teachers, whether new to teaching profession or new to reading workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work — rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

Additional lesson information:

Balanced Literacy Program (BLP) –
A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block.

Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Mini-lesson-
A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

Independent Reading and Conferring –
Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

Mid-workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Partnership Work-
Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students’ needs.

Share Component –
Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

<table>
<thead>
<tr>
<th>Concept I:</th>
<th>Readers determine importance and synthesize when reading informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Readers preview the text before reading by paying attention to text features to tap prior knowledge</td>
</tr>
<tr>
<td>Session 2</td>
<td>Readers preview by carefully studying each page to put ideas together in order to make predictions</td>
</tr>
<tr>
<td>Session 3</td>
<td>Readers look closely at a text to determine main ideas and supporting details</td>
</tr>
<tr>
<td>Session 4</td>
<td>Readers think about the whole text and generate central messages</td>
</tr>
<tr>
<td>Session 5</td>
<td>Readers notice new information about the idea that was introduced and fit it into their thinking</td>
</tr>
<tr>
<td>Session 6</td>
<td>Readers gather as much information as possible and fit it all together by stopping to think</td>
</tr>
<tr>
<td>Session 7</td>
<td>Readers can become experts on a topic and teach others</td>
</tr>
<tr>
<td>Session 8</td>
<td>Readers use a repertoire of strategies to read and understand informational text</td>
</tr>
<tr>
<td>Session 9</td>
<td>Readers create responses to text that show revised thinking and share these claims with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept II</th>
<th>Readers determine text structures and synthesize when reading informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 10</td>
<td>Readers recognize descriptive structures and use them to organize thinking</td>
</tr>
<tr>
<td>Session 11</td>
<td>Readers recognize chronological structures and use them to organize thinking</td>
</tr>
<tr>
<td>Session 12</td>
<td>Readers recognize comparison structures and use them to organize thinking</td>
</tr>
<tr>
<td>Session 13</td>
<td>Readers recognize cause and effect structures and use them to organize thinking</td>
</tr>
<tr>
<td>Session 14</td>
<td>Readers recognize problem and solution structures and use them to organize thinking</td>
</tr>
<tr>
<td>Session 15</td>
<td>Readers compare and contrast the overall text structures to synthesize text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept III</th>
<th>Readers problem solve when they encounter topic specific words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 16</td>
<td>Readers determine the meaning of unfamiliar vocabulary words and phrases</td>
</tr>
<tr>
<td>Session 17</td>
<td>Readers use topic specific vocabulary words to teach others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept IV</th>
<th>Readers read narrative informational and hybrid informational texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 18</td>
<td>Readers distinguish between narrative informational, hybrid informational and informational text</td>
</tr>
<tr>
<td>Session 19</td>
<td>Readers use what they know about characters to study real people</td>
</tr>
<tr>
<td>Session 20</td>
<td>Readers use stories and information to uncover the important ideas narrative/hybrid informational text teaches</td>
</tr>
<tr>
<td>Session 21</td>
<td>Readers can move from retelling to inferential retelling</td>
</tr>
<tr>
<td>Session 22</td>
<td>Readers celebrate by sharing all they have learned on a topic, person or event</td>
</tr>
</tbody>
</table>
Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students’ needs.

**Routines**
- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

**Opening Routine – Beginning Each Day’s Reading Instruction**
- Meeting area/ Room arrangement
- Signal for students to meet for reading workshop
- What to bring to meeting area
- Partnerships at meeting area

**Mini-lessons – The Fuel for Continued Growth**
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini-lesson and share

**Sending Children Off to Work – Transition from Mini-lesson to Work Time**
- Expectation to “go off” and get started working
- Dismissal options

**Independent Work Time – Students Working on their Own**
- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference
- Nature of Children’s Work – Reading focus
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Flexible reading groups (strategy or guided reading)
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.)
Routines and Rituals: Building a Community of Independent Readers, Continued

Closing Routine – Managing the Share Session
- Signal to meet
- Share session at meeting Area
- Celebration of Growth

Partnership Routine – Being an Effective Partner
It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.
- Turning and Talking – discussing something with a partner per teacher’s guidance
- Who goes first?
- Compliments can be helpful when they are specific
- Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner
Read Aloud with Accountable Talk (Interactive Read Aloud)

Read-aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent and partner reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study. In other words, what is practiced and demonstrated in mini lesson should have been modeled and practiced in read aloud before becoming mini lesson content.

Since read-aloud is done outside of Readers Workshop the following planning continuum provides teachers with a map to possible foci within read-aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

Suggested Books for Read Aloud and Mini Lesson Use:
Informational text is necessary for read aloud with accountable talk. Teachers will want to vary choices and topics but include expository, narrative and hybrid informational text for read aloud. Cross-curricular text and topics may be suitable throughout this unit. Mini-lessons throughout this unit reference text connected to the fifth grade social studies units occurring the first part of the year. A concentrated effort was made to exclude informational texts centered on animals given the prevalence of animal topics in informational reading throughout kindergarten – third grade. Science topics are also woven into read aloud through the Graphic Literacy Series by Capstone Press (see titles below). However, if the informational resources in hand include animal topics and meet the criteria below, they will prove useful in light of samples collected in this section. The criteria for choosing informational read aloud texts to support the unit of study should include:

- Text with short sections of information or short in length (Start to finish no more than 2 week read)
- Expository text with varied text structures (descriptive, chronology, comparison, cause and effect, problem and solution)
- Expository informational text containing varied text features (see Text Feature Chart in resource packet)
- Expository, narrative informational and hybrid information texts on topics, people, events of interest to age and experience of readers and touching on current issues
- Text with big ideas and lessons relatable to reader based on age/experiences
- Narrative informational text about people with motivations, actions, failures, and success

These criteria and suggested text can be used to choose alternative text throughout the unit based on teacher/school resources.

** This unit suggests several mentor texts to provide variety of text structures and topics. You may choose to select fewer texts from the below list that meet several goals. You may also choose to select texts on other topics you are studying in social studies or science.

Text in BOLD print is referenced in mini lessons throughout the unit to serve as examples. Text is expository unless otherwise noted.

Digital Text
- Colonial life of a child: https://www.youtube.com/watch?v=gVxad8R4Nig
- Brain Pop with Subscription Only: http://www.brainpop.com/socialstudies/ushistory/thirteencolonies
- History Channel - The Thirteen Colonies: http://www.history.com/topics/thirteen-colonies/videos/pilgrims-in-america?m=528e394da93ae&s=undefined&f=1&free=false
- Scholastic Virtual Field Trip: The Mayflower -http://www.scholastic.com/scholastic_thanksgiving/voyage/

Articles
- Virtual Jamestown, John Rolfe  http://www.virtualjamestown.org/jrolfe.html
- Sports Illustrated for Kids: www.sikids.com
- Inspire My Kids: www.inspiremykids.com

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Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

- Kids Health: The Flu http://kidshealth.org/kid/h1n1_center/flu-basics/flu.html#

Picture Books
- English Colonies in America by Rebecca Love Fishkin, We The People Series, Capstone Publishers, www.compasspointbooks.com (lessons 7-14)
- Water and Food Programs Around the World by Vaishli Batra, Sundance, Macmillan Education- Cause and Effect
- Branches of Government (Government in Action!) by John Hamilton (lessons 4-6)

Graphic Novel – Graphic Literacy Series Monster Science (one of the three may be used in session 18 as an example)
- Zombies and Forces of Motion by Mark Weakland, Capstone Press, www.capstonepub.com – Hybrid Informational

Short Biography Collections
- Dare to Dream: 25 Extraordinary Lives by Sandra McLeod Humphry- Narrative informational
- 

Short Chapter Books (50-100 pages)
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

Reading Aloud and Reading Workshop Focuses Across the Year

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit of Study</strong></td>
<td><strong>Readers Launch a Reading Life</strong> Utilize narrative and informational text. Turn to narrative, strong character text final week</td>
<td><strong>Readers Study Characters</strong> Utilize narrative, strong character books, initially. Turn to nonfiction expository, narrative nonfiction and hybrid nonfiction final week</td>
</tr>
</tbody>
</table>

**Read Aloud Books**

- Short (picture books/chapter books/short stories)
- Plot and problems/issues of characters might be of interest to reader based on age/experiences
- Themes relatable to reader based on age/experiences
- Character development sophisticated enough to study and reference in Unit 2 Character Study
- Books like *Shoeshine Girl* by Clyde Robert Bulla, *Dancing in the Wings* by Debbie Allen, and stories from *Hey World Here I Am* by Jean Little
- Characters who deal with complex problems/issues that are not solved easily or entirely
- Characters that allow readers to grow multiple theories into big ideas about the development of the character
- Characters who allow readers to think interpretively across text, considering how two or more authors explore similar issues, themes.
- Characters who allow readers to think about larger perspectives and messages and compare and contrast that thinking across multiple text.
- Books to compare: *Wonder* by R.J. Palacio, *Freak the Mighty* by Rodman Philbrick and *Just Kidding* and/or *My Secret Bully* by Trudy Ludwig

**Read Aloud Focus (Each suggestion may build across days and books)**

- Readers imagine beyond the details to understand; scenes, time and place, characters, dialogue
- Readers imagine where the action slows down or places where there are a lot of details to put together
- Readers imagine what happens between scenes in stories
- Readers pull earlier parts of the story into their understanding as they read forward
- Readers stop and think when parts are confusing: reread, imagine, connect what
- Readers begin reading knowing they must grow ideas about the characters based on their traits, interactions and thinking
- Readers read characters just as they read people...they watch and listen knowing that actions clue us in to what characters and people are like Readers now that characters, like people, are complicated –they are lots of ways—not just one way
- Readers look for patterns of behaviors in the main character and characters around the main character, too
- Readers use precise language (from the text) when
- Readers preview a collection of text, mapping out the organization, known and unknown, before beginning to read
- Readers read and reread, looking for ideas that are new, unique, unexpected based on what is known and unknown
- Readers of informational text use technical vocabulary when they are talking about their topic
- Readers collect lots of bits of information but also think about how all the bits fit together (boxes and bullets)
### Reading Unit of Study
#### Fifth Grade: Informational Reading, Unit 3

- They know with what they think now
  - Readers determine lessons and themes in text and compare and contrast between text (Example: Care for others “14 Year Old Turned Shooting Baskets into $100K... and The Can Man or Belief in Self “14 Year Old Turned Shooting Baskets into $100K, Shoeshine Girl, and Keep the Lights Burning Abbie
- Readers listen to partners and say something back to their partner about what was said. (staying on topic)
- Readers keep on open mind by considering others ideas.
- Readers take turns talking and listening.
- Readers participate in whole class conversations.
- Readers continue a conversation through multiple exchanges
- Readers follow expectations for talking with others (soft voice, eyes on speaker)
- Readers ask and answer questions to seek or give help Readers ask and answer questions to clarify understanding.
- Readers recount details and retell from the text (ticking across fingers).
- Readers speak clearly expressing thoughts, feelings and ideas.
- Readers let text change their mind
- Readers read narrative nonfiction and expository nonfiction differently
- Readers get to know the characters in the narrative nonfiction just they did in their fictional books
- Readers look for authors message in expository and narrative nonfiction
- Readers pay attention to details to help decide what matters most in nonfiction reading
- Readers think about how the author has them feeling about a topic and what caused those feelings
- Readers sometimes have burning questions and need to look inside or outside of the text for answers
- Readers pay attention to their hunches and confirm or revise their thinking based further reading
- Readers of information find ways to teach others about their knowledge
- Readers use their lives to find informational topics to read daily based on personal experiences, or those in the world

<table>
<thead>
<tr>
<th>Read Aloud Books</th>
<th>Talking about their characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short (picture books/chapter books/short stories)</td>
<td>Half way through text, readers think about all the ideas they have and try to see how they fit together</td>
</tr>
<tr>
<td>Plot and problems/issues of characters might be of interest to reader based on age/experiences</td>
<td>Readers grow theories and read forward with their theory in mind</td>
</tr>
<tr>
<td>Themes relatable to reader based on age/experiences</td>
<td>Readers know that the stuff that is repeated or throughout the text is sometimes the most important</td>
</tr>
<tr>
<td>Character development sophisticated enough to study and reference in Unit 2 Character Study</td>
<td>Readers compare characters across books just like they might compare people in life</td>
</tr>
<tr>
<td>- Character with personality quirks, habits, motivations, troubles and actions.</td>
<td>Readers use the challenges/issues the character faces to compare</td>
</tr>
<tr>
<td>- Characters that allow readers to walk in the character’s shoes; characters complex enough for readers to envision and predict as if the character.</td>
<td>Readers compare characters across books in similar roles (two main characters or two moms)</td>
</tr>
<tr>
<td>- Characters that help readers learn lessons they can apply to their own life experiences</td>
<td>Readers compare characters with themselves-thinking about personal/similar struggles, goals, scenes</td>
</tr>
<tr>
<td>- Books like The Tiger Rising by Kate DiCamillo, The One and Only Ivan by K.A. Applegate, Edwards Eyes by Patricia MacLachlan</td>
<td>Readers see that characters can teach people lessons useful in life</td>
</tr>
<tr>
<td>- Text formatted with short sections of meaningful information</td>
<td>Readers push their partners to say more by questioning, repeating what they heard, paraphrasing, asking their partner to compare across text</td>
</tr>
<tr>
<td>- Topics and content of interest to readers based on age/experiences</td>
<td>Readers compare characters across books in similar roles (two main characters or two moms)</td>
</tr>
<tr>
<td>- Two different text representing each category; expository, narrative and hybrid nonfiction</td>
<td>Readers see that characters can teach people lessons useful in life</td>
</tr>
<tr>
<td>- Books like Marine Creatures by Kerry Nagle, Chocolate By Hershey: A Story About Milton S. Hershey, Betty Burford and One Tiny Turtle by</td>
<td>Readers push their partners to say more by questioning, repeating what they heard, paraphrasing, asking their partner to compare across text</td>
</tr>
</tbody>
</table>

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### Reading Unit: Informational Reading, Unit 3

**Fifth Grade: Informational Reading**

<table>
<thead>
<tr>
<th>Read Aloud Focus (Each suggestion may build across days and books)</th>
<th></th>
<th>Nicola Davies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readers see the story in their mind as they read keeping track of characters, problems or issues, events, and resolutions/solutions</td>
<td>• Readers get caught up in the world of the story by envisioning as if they are the character.</td>
<td>• Readers do a lot of thinking about the title and subtitles before they begin reading</td>
</tr>
<tr>
<td>• Readers stop, reread and think to clear up confusion</td>
<td>• Readers imagine and infer the world of the story.</td>
<td>• Readers make predictions based on titles, subtitles, text features what the text will be about or tell</td>
</tr>
<tr>
<td>• Readers take the time to figure out unfamiliar words and keep on reading so that meaning isn’t interrupted</td>
<td>• Readers create scenes as in movies and TV shows to see how the character looks, moves, sounds and behaves.</td>
<td>• Readers summarize small parts of reading before moving on</td>
</tr>
<tr>
<td>• Readers see a movie in their mind to keep track of what is happening in their text</td>
<td>• Readers think about what kind of character the person is</td>
<td>• Readers become experts on topics-teaching others the information.</td>
</tr>
<tr>
<td>• Readers refer to details and examples when making inferences</td>
<td>• Readers pay attention to the actions of the character and see those actions as a window into understanding more about that character</td>
<td>• Readers talk to others to slow down their thinking about a topic.</td>
</tr>
<tr>
<td>• Readers summarize sections of text and paraphrase important information throughout the text as they recount</td>
<td>• Readers ask questions like: “What does the character want?”, “What obstacles are in their way?”. “How does he/she respond to those obstacles?”</td>
<td>• Readers ask, “I wonder why?”, “Did you notice?”, “what else can I add to these ideas?”</td>
</tr>
<tr>
<td>• Readers determine the author’s message</td>
<td>• Readers consider what the character will do next and let these predictions lead them to theories about characters. Example: Prediction: “Rob will be able to talk to Sistine about his mom” Theory: “Sistine helps Rob heal by helping him open up about his mom”.</td>
<td>• Readers know that reading narrative nonfiction is like reading a story.</td>
</tr>
<tr>
<td>• Readers summarize the text choosing details with the author’s message in mind</td>
<td>• Readers read like a detective growing ideas about what lessons the characters teach</td>
<td>• Just as readers get to know characters in books, readers of nonfiction get to know the topic.-Seeing the topic like the main character</td>
</tr>
<tr>
<td>• Readers discuss how pictures create mood, aspects of character or setting on book covers and picture book pages</td>
<td>• Reading like a detective readers watch for recurring details to say what the author wants the reader to notice, which helps understand the character more deeply. Example: closed suitcase, cage, rash...taken together what do they say about the character</td>
<td>• Readers pay attention to the most important details by considering the plot of the narrative information</td>
</tr>
<tr>
<td>• Readers compare and contrast author’s message, themes (Example: Overcoming Hardship and Care for Another using Locomotion, Stone Fox, Those Shoes, and “The Play That Changed Lives for the Better” or Family and Loss using Kindred Souls and The Memory String and How a 14-year old turned shooting baskets into $100K for troops)</td>
<td>• Readers use the lessons characters teach to think about author’s message and themes</td>
<td>• Readers use pictures in their minds to help make sense of confusing parts or words</td>
</tr>
<tr>
<td>• Readers listen to partners and say something back to their partner about what was said. (staying on topic)</td>
<td>• Readers grow many ideas about characters vs. one idea</td>
<td>• Readers make sense of narrative nonfiction by stringing together facts and thinking about the big idea that holds them together</td>
</tr>
<tr>
<td>• Readers keep on open mind by considering others ideas.</td>
<td></td>
<td>• Readers use multiple strategies to understand hybrid informational text.</td>
</tr>
</tbody>
</table>

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## Reading Unit of Study
### Fifth Grade: Informational Reading, Unit 3

- Readers pose and respond to specific questions to clarify using text details
- Readers participate in whole class conversations
- Readers link their remarks to the comments of others
- Readers continue a conversation through multiple exchanges
- Readers follow expectations for talking with others (soft voice, eyes on speaker)
- Readers ask and answer questions to seek or give help.
- Readers ask and answer questions to clarify understanding.
- Readers summarize details from the text
- Readers paraphrase portions of text when speaking to others
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers preview the text before reading by paying attention to text features to tap prior knowledge.</td>
</tr>
</tbody>
</table>

**Materials**

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- Mid-Workshop Option: Text Features Definitions (Resource Packet) Copied for each reader
- Readers bring an informational book to After the Workshop Share

**Tips**

- Readers will continue to make “just right” book choices, log their informational and fictional reading, and apply skill and strategy from previous lessons when reading informational text or fictional text.
- Infections, Infestations, and Diseases, utilized in this mini-lesson and future sessions, has not been read aloud previously. The newness here, in this lesson will not add length in minutes due to the focus on text features alone. There are exceptional times when new, unread, text proves useful in mini-lesson work. This lesson showcases that design element.
- Some text choices, throughout the unit were made to show how social studies content and text could be combined with the reading workshop block. While other text choices were made to show how timely topics can add engagement. All lessons will require text to show the teaching point. The topic of the text is always based on teacher preference, student interest and need.
- Active Engagement will require teachers to either project text on document camera or smart board or make copies of a page for partners to scan and discuss.
- Plan to utilize some digital in read aloud with accountable talk before session 7: See Unit 3 Read Aloud Page 9
- Begin reading aloud each day, Branches of Government John Hamilton,. This text fits with 5th grade Social Studies unit work and also meets the criteria for read aloud text needed across this informational unit. This text will be referenced in sessions 4-6.

**Connection**

- Readers, today we are beginning a new unit of study where we will preview, predict, and tap our prior knowledge before we read informational texts.
- You already know readers read with power in fictional text…but they also read with power in informational text, too.
- One way to begin powerful informational reading is to use the text features throughout a text to preview the information is presented. We predict what the text is going to be about. We tap our prior knowledge to recall what we already know about the topic. In this way, we get ourselves ready to read and learn.
- So, today I want to show you how readers preview the text before reading by paying attention to text features to tap prior knowledge.

**Teach**

- I chose a book called Infections, Infestations and Diseases. This book looked interesting to me because it’s title immediately had me thinking about this time of the year…it just seems like I always get a cold…or some sort of sniffle or virus…so I was interested in learning more about Infections, Infestations and Diseases.
- Watch me as I preview the text before I read by noticing text features to tap my prior knowledge. You will have an opportunity to do this work, too within this book so really watch how I am previewing and thinking.
### Reading Unit of Study

#### Fifth Grade: Informational Reading, Unit 3

- **Active Engagement**
  - Now it is your turn to try this. I am going to show you parts of this text. I bet you already know a lot about this topic too because we all get sick or know someone who has gotten sick before. As you notice the text features, (count on fingers) first -read them, second -think about what you know already about their topic and third- share with your partner, the text feature you notice and what it had you thinking about from your prior knowledge.
  - Preview a two page spread (10-11) for readers to notice and talk about.
  - If time allows, turn the page and allow more practice, (PG. 12-13)

- **Link**
  - Readers, today you will do just as I have done in your own reading. You will take the time to preview your newly shopped for informational books. I want you to be powerful readers who think about the content of the information before diving in and reading it.
  - As you preview, jot a quick note that you can share with your partner that tells a little about the prior knowledge you uncovered having noticed a particular text feature.
  - For example, on page 2-3, I could jot (write on post-it) I vote in elections, and it looked just like this photo. Then I will flag my jot on that page so that I can share it with my partner. When we get together for partnerships, I can tell more about what I know about this experience of voting.
  - When you have previewed one informational book, move on to the next one.
  - Preview your informational books with power today!

- **Mid-Workshop Teaching Point**
  - Showcase a couple readers who have jotted and flagged pages of text and indicated thinking of prior knowledge.
  - Pass out Text Feature Definitions and challenge readers to find the different text features throughout their texts. Once found, stop and think about all that they know.
  - Add teaching point to anchor chart

- **Partnerships**
  - Partners are taking turns today, touring each other through their informational books by pointing out text features and sharing prior knowledge about their topics.
  - Make sure you share those jotted and flagged pages.

- **After-the-Workshop Share**
  - Readers, we do not just preview our informational books by noticing the text features. We also preview our informational books by thinking about what we know and then we make predictions about what we think the sections of text are going to be about.
  - I want us to practice this. Watch me as I preview, think about what I know, and then make a prediction about what I think this section is going to be about.
  - Demonstrate Preview, think, predict using a small section (one page) of Infections, Infestations and Diseases.
  - Readers, I want you to open to one page of your informational text. First you will preview. Second you will think about what you know already. Third you will predict what the section will be about. Do that part now on your own in your own head. Give wait time.
  - Now, share your thinking with your partner.
  - Add teaching point “preview, think, predict” to anchor chart.
Reading Unit of Study  
Fifth Grade: Informational Reading, Unit 3  
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers preview by carefully studying each page to put ideas together in order to make predictions.</td>
</tr>
</tbody>
</table>

**Materials**

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Infections, Infestations and Diseases by Shirley Duke
- Anchor Chart: Informational Readers (Resource Packet)

**Tips**

- This lesson may prove more successful by the use of gestures during the teaching and active engagement. Place one idea on one finger, left hand. Place the second idea on a second finger, right hand. Show the fingers coming together and touching, to synthesize one idea having thought about two different text features.
- Plan to utilize some digital text on colonization before session 7 in read aloud with accountable talk. Possible suggestions, please watch before used with students.
  - Colonial life of a child: https://www.youtube.com/watch?v=gVxad8R4Nig
  - Brain Pop (NEED Subscription): http://www.brainpop.com/socialstudies/ushistory/thirteencolonies
  - History Channel The Thirteen Colonies: http://www.history.com/topics/thirteen-colonies/videos/pilgrims-in-america?m=528e394da93ae&s=undefined&f=1&free=false

**Connection**

- Readers, something you may already know is that people who work hard at something generally are more successful than others who decide not to work quite as hard.
- I want us to be the kinds of readers who are willing to work really hard to be successful informational readers.
- One way we can work hard when reading informational text is by taking extra time to preview each page and thinking about how the ideas we notice fit together. These actions and thinking will help us predict what the sections of text will be about and also give us more insight into our own knowledge on the topic.
- Today I want to show you how readers preview by carefully studying each page to put ideas together in order to make predictions.

**Teach**

- I have in hand again today, Infections, Infestations and Diseases. I’m going to open to page 4 and 5 and make sure you can see them on our document camera.
- Our job today is to preview carefully to pull ideas together. Or in other words, I need to think how all the text features I’m noticing fit together in this section.
- Watch me as I notice the text features and then think about how they all fit together. I will have to use my prior knowledge here, a bit, to say how I see these different features fitting together on one page. But I think many of the text features will help guide me, too.
- Demonstrate by pointing out text features and saying, “I read this heading and it says...so I think this page is mostly about...” and “I looked at this picture/caption/graph and saw...”. “NOW, if I put the two of them together, I think these pages will be about...”. Repeat this process a few times using varied text features.
- Readers, I am hoping that you were watching and listening to what I was doing here. It is a little harder than the work of yesterday. I am not just thinking about one text feature. I am thinking about multiple text features. I am saying, “If I put these two ideas together, I’m thinking this section will be about...” It will be helpful today, to start this work with text you have in your bins that utilize more text features rather than less.
## Reading Unit of Study
### Fifth Grade: Informational Reading, Unit 3

| Active Engagement | • Now I want you to use these words. I want you to say "I notice ...so I think... and I notice...so I think... and if I put these two ideas together I think this section will be about...."
• I’ve opened *Infections, Infestations and Diseases* to pages 6 and 7. Now I want you to use your fingers to place one text feature on your right hand and think about it... what does it make you think about? Then use your finger on your left hand, what does another text feature make you think about?
• Now, pull those fingers together and make them meet...what ideas do you have about what this section will be about considering the ideas from both text features. Make your predations in your mind.
• Share your thinking with your partner by telling them what was on your fingers and the ideas you had once you pulled those ideas together. |
| Link | • You may feel like getting to the reading your informational text and I can understand your excitement to do that...but when informational readers do careful previewing by studying the pages and thinking about how ideas fit together, they have taken the time to access even more prior knowledge and can make wiser predictions. All of this will help you read and remember information with greater success.
• Model- Readers, today our post-its will help us pull ideas together to make better predictions about the sections of our informational text. We are really slowing down here to work hard. So, take the time to jot a note on one post-it for one text feature and then on another for a second text feature... I would link them by sticking them together...then, you can either write on the back of your stack or link a third post-it with how the two jots fit together for that section. |
| Mid-Workshop Teaching Point | • Showcase the work coming from students' synthesis of text features. Hold up books and post-its showing the thinking and predicting based on careful previewing. |
| Partnerships | • Remind readers to show their post-its and talk about how they see them fitting together given their thinking/synthesis. |
| After-the-Workshop Share | • Readers, you will be reading a lot of informational text across this unit of study and really for the rest of your life. Did you know that people read more informational text than any other kind of text?
• It will be important that you use these previewing strategies each and every time you plan to step into informational reading.
• The text features are there to help you think more about the topic and we can begin using them even before we’ve read the first section. |
Lesson Plan

Session 3
Concept Readers determine importance and synthesize when reading informational text
Teaching Point Readers look closely at a text to determine main ideas and supporting details.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Infections, Infestations and Diseases by Shirley Duke
- Anchor Chart: Informational Readers (Resource Packet)
- Anchor chart: Boxes and bullets (Resource Packet)

Tips
- It is assumed that teachers will add teaching points to the “Informational Readers...” (Resource Packet) anchor chart over time. Use moments in mini-lesson, independent reading, mid-workshop teaching, partnerships, or share to add the language used from each mini-lesson.
- Determining Main Idea and supporting details may prove easy for readers who have been in an aligned system implementing reading workshop across grade levels due to the focus in previous units of study. However, this skill can be challenging. Utilize additional mini-lessons or small group teaching to help readers take on the strategy of noticing informational text structure as they read.
- Fifth Grade CCSS expect readers to generate two or more main ideas of a text and explain how they are supported by the key details and use this information to summarize. Help readers see that today’s strategy is on-going as they read and can be used in partnerships and conferences to summarize what they’ve read.

Connection
- Readers, today we will begin reading our informational text.
- But, while you are reading, you will have a job to look for how your text is organized.
- When we pay attention to the way the text is organized we are more successful with understanding how all the information fits together.
- Today I want to show you how readers look closely at a text to determine main ideas and supporting details.

Teach
- I have in hand again today, Infections, Infestations and Diseases. I’m going to open to page 10 and place it on our document camera.
- Most of our informational text will be organized by a main idea followed by a list of supporting details or facts. We can use a box and bullets (anchor chart: boxes and bullets) to help see the main idea and the supporting details.
- Watch me as I read this section and think aloud about the main idea or what would fit up in the box and the supporting details or what would be written next to the bullets in support of that main idea.
- Read the title on the page. Ask, “What is the one big thing I think this text is trying to teach me?” Read and reread, asking “What is the one big thing I think this text is trying to teach me?” as you think aloud about discerning the main idea.
- Read a bit of text, confirming if the title fits as the main idea. Write: Infestations in the main idea box as you say “I think this text is trying to teach me about Infestations, mostly”.
- Continue to read, thinking aloud about how you are watching for the structure of the text to list the details that support this main idea. When you read “The first type... as an example of infestation, think aloud about how “Ants and cockroaches” becomes the first bullet because it is a fact that supports the information/main.
- Read second paragraph “parasite” while doing the same thinking about structure, main idea and
supporting details. Parasites become the second bullet under the main idea. Talk about how you knew this was a supporting detail.

- Readers, do you see how I am thinking about how this text is organized? I’m using the titles and the rest of the text to think about what the main idea of this section is. Then I’m thinking about finding the facts or information that supports that main idea
- I’m using a boxes and bullets organizer to help me see the text’s structure - main idea and supporting details.
- You can always ask yourself, “What is the one BiG thing that this part is teaching?” and then ask, “How do all the details connect to this?.

### Active Engagement

- This is hard work. Now you will try this with your partner. I have enlarged page 16 and 17 for you from this text. Read and think aloud with your partner. See if you can name the main idea and then list one or two of the supporting details.
- Ask, “What one big thing is this section trying to teach me? And then ask, :“which details connect to this big idea?”
- Allow partners to work together to find main idea and supporting details.

### Link

- Readers, I have made you a copy of this note page to help you keep track of the structure of your informational text today. As you read, be on the lookout for the main idea and the supporting details.
- I’m going to be checking in to see if we need more time and practice with this work by this mini-lesson as you work.

### Mid-Workshop Teaching Point

- Showcase the work coming from students’ notes. Hold up books main idea and supporting detail pages to show readers paying attention to the structure of their text.

### Partnerships

- Ask readers to share their texts and notes and talk about how the work of looking for structure in informational text worked for them.

### After-the-Workshop Share

- Readers, you might be reading your informational text and think, “wow, that’s a cool fact!” or “I never knew that!” but really when we only look at each fact as interesting or cool we lose sight of the important main idea the author wants us to learn.
- Staying within the structure, by asking, “What does this section want me to know about?”...and then finding the details or evidence that proves that main or central idea allows me to think much bigger ideas than just tiny facts?
- When reading informational text, paying attention to the structure of the text and determining how the information is organized will help you take in more information and synthesis or pull together many details and see how these details are connected.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers think about the whole text and generate central messages.</td>
</tr>
</tbody>
</table>

### Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Infections, Infestations and Diseases by Shirley Duke
- Anchor Chart: Informational Readers (Resource Packet)
- Anchor chart: Boxes and bullets from session 3 (Resource Packet)
- Branches of Government by John Hamilton

### Tips
- After the workshop share today will require teachers to demonstrate how partners should teach each other about their topics using their main idea and supporting detail notes and central messages. Readers should be encouraged to use an explain voice or teaching voice when teaching about their informational topics.
- Read Aloud English Colonies in America by Rebecca Love Fishkin before session 8.

### Connection
- Readers, I want us to think about the work we did yesterday. Yesterday, we were asking ourselves to think about the main idea and supporting details of a section of text.
- You can see the work I did here from the lesson with Infections, Infestations and Diseases
- But we all know that there is much more inside this book beside this one main idea. There are many main ideas with many supporting details. In fact, just about every other page gives me a new main idea with supporting details.
- So, additional thinking informational readers will do has them thinking about what the entire book is attempting to teach them.
- Informational readers are interested in finding the central message of the entire text.
- Today I want to show you how readers think about the whole book or central message.

### Teach
- One way I can think about the central message of an informational text is by looking over the table of contents after I have read the text, not just before. When I look at the table of contents, I then have to think about how all of these topics fit together. Listen to me and watch me as I do this with Infections, Infestations and Diseases.
- Demonstrate by thinking aloud listing the topics in the table of contents and then fitting them together to form central message or what the author is trying to teach having read the entire text. Possible central messages: It’s important people are healthy; It’s important to eliminate diseases; People can stop the spread of infections.
- Another way I can think about the central message is by considering the title. Sometimes, but not always, a title of a text will help lead me to the central message. Think aloud about possible ways to state a central message based on 1) what you have read and 2) the title and 3) the table of contents. Possible central message: Infections, Infestations and Diseases effect people but can be eliminated
- Readers, I hope you are watching and listening to how I think about the entire text. I want to be able to walk away from my informational text and say, “This author was trying to teach me that (central message) ________________”.

### Active Engagement
- Readers, I want you to think about what all the main ideas and details are trying to teach you. I want you to think about the entire book. Remember...there could be more than one central message and I’m hoping you will nudge your thinking to see if you can uncover more than one.
### Reading Unit of Study
**Fifth Grade: Informational Reading, Unit 3**

- I will read and show you and read the table of contents (on document camera)
- If you feel more support is needed teachers could additionally read page 28
- You will need to consider what we have already read and the title. Fit these components together and see if you and your partner can say what the author wants you to learn, having read this book.
- What is the central message?
- Turn and talk.
- Readers, our book is called *Branches of Government*, but this is not a message...a message requires more words...and it requires us to think about what this topic says about life, about people, about our world...
  - I heard Kalin say that the central message was about how government is for people...she referenced the first section “we the people” and the last section “By the people”, I could really see how she was using the title and the table of contents, and thinking about the words throughout the text to come up with a central message.
  - I heard Kyle say that “the way government is organized is meant to help people live a better life” WOW! That’s not the title, nor one of the subtitles...or section headings...I think Kyle was pulling all that he heard a and learned to think about how this topic is important to our lives and people.

| Link | Readers, today, as you read your text, you are previewing, you are predicting and you are looking for the structure to determine the main idea and supporting details. Additionally, I’d like you to take the time to think about the central message of your informational text. You can write it on a post it like this (demo with one from above) and place it on the front cover of your book.  
Remember that a central message will be a message, which is more than one word like, FROGS. Your frog book might have main ideas of frog body parts, what frogs eat, how frogs grow...but your central message might be more like “Frogs are interesting creatures who live and grow in the wild”. Do you see how I turned my one word into a message? |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>If possible, read some of the central messages on post-its readers have created from their text.</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Remind partners of all the topics they can talk about by pointing out the teaching points listed on the anchor chart.</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share | Readers, as I was watching your partnership talks today, I realized that you could use help with understanding that once you read an informational text on a topic you become an expert on that topic.  
You really should start to teach your partner about your topic by using your main idea and supporting detail notes and even your thinking about the central message.  
You will use an explaining or teaching voice when teaching others about your topic from your notes.  
Watch me as I teach you, using my main idea and supporting detail notes and my central idea thinking from *Infections, Infestations and Diseases.* |
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers notice new information about the idea that was introduced and fit it into their thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
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<td>Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.</td>
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<td>If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)</td>
</tr>
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<td>Post-its</td>
</tr>
<tr>
<td>notebooks</td>
</tr>
<tr>
<td>Pencils/pens</td>
</tr>
<tr>
<td>Chart paper</td>
</tr>
<tr>
<td>Teacher’s conferring notes (clipboard/binder/tablet)</td>
</tr>
<tr>
<td>Assessment Checklist utilized throughout unit (Resource Packet)</td>
</tr>
<tr>
<td>Anchor Chart: Informational Readers (Resource Packet)</td>
</tr>
<tr>
<td>Branches of Government by John Hamilton</td>
</tr>
</tbody>
</table>

Tips

- New/unseen or unread text will be used in the active engagement.
- Session 5 and 6 requires readers to summarize. Think of it as a general recitation of the key content. Teachers will want to meet with strategy groups and guided reading groups to further build this skill by showing readers how to fit the information together across pages with multiple sections or paragraphs and how to connect multiple chapters or sections within the text. Much of this differentiated teaching will depend of the text level readers are reading. Lower leveled text will have less text to summarize. Higher levels of text will require more synthesis and time to think about how the information fits together in summaries.

Connection

- Readers, as we spend each day thinking and reading informational text, we are always adding a little more knowledge to what we already know. As powerful informational readers, we need to make sure we notice when new information is added about the topic we are reading and fit it into what we already know or have read.
- Today I want to show you how readers notice new information about the idea that was introduced and fit it into their thinking.

Teach

- We’ve been reading, Branches of Government, and I’ve noticed that with each page, I learn a little more about the structure of our government. My job as an informational reader is to fit that “little more” or new information in with my thinking.
- Watch me as I show you how I notice new information about the idea that was introduced and fit it into their thinking.
- Pick a section of text that you have read aloud from Branches of Government and revisit it for this demonstration.
- Remind readers that you are reading with the idea of __________ (topic) in mind. You already know some things about this topic (state a couple) because it was a focus of study in social studies.
- Read and stop when new information is given about the topic, maybe from a text feature. React, “Oh, I didn’t know this (noticing new info)...this means that...(fitting it into the topic)”.
- Readers, did you notice how I reacted with, “Oh, I didn’t know this and then I said this means that so I could fit the new information into the topic I was reading about.”
- Watch me one more time.
- This time use the phrase “This is new information (noticing new info)...so now I know... (fitting it into topic)”
- Readers did you notice that once again I noticed the new information but I stopped and thought about what I NOW knew because of that new info?

Active Engagement

- Let’s try this together now with Branches of Government page, ---. I will put the text on the document camera.
- Think for a minute. Do you know anything about the __________? (Pointing to subheading)
## Reading Unit of Study
### Fifth Grade: Informational Reading, Unit 3

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Readers</strong>, I want you to listen to the information on the topic (title) of __________.</td>
<td></td>
</tr>
<tr>
<td>As I am reading, listen for information that is new to you. You can quietly whisper to yourself “I didn’t know that” or “that is new information”. Write the two phrases quickly in view of readers.</td>
<td></td>
</tr>
<tr>
<td>After I’m finished reading, you will have time to talk to your reading partner about the new information and how it fits in with the topic. You will say “This means that...” or “Now I know that...” Write phrases in view of readers.</td>
<td></td>
</tr>
<tr>
<td>Read. Notice readers whispering the “I didn’t know that” or “That’s new information”</td>
<td></td>
</tr>
<tr>
<td>Ask readers to use the second two phrases to fit the new information in with the topic and their thinking.</td>
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</tbody>
</table>

### Link
- Readers, I am going to leave these phrases up for you to use on your jots. As you are reading today…notice new information. Stop to think about how it fits with the topic you are reading about.
- I will see this work in the notes you are taking as you read.

### Mid-Workshop Teaching Point
- Share some of the work readers are taking on in their informational text that shows fitting new information into the topic they are reading about.

### Partnerships
- Have partners share the new information they learned and how they fit it into the topic as they teach their partner about their information.

### After-the-Workshop Share
- Readers, I know we have learned a lot already about reading informational text. It is important that when we learn a new strategy that we also keep using the previous strategies right along with the new one.
- Let me show you how a fifth grader might look during independent reading if they are doing all the thinking I’ve learned to do this far.
- Pretend to be a fifth grade reader with informational text at your side. Preview text before reading it. Jot notes on what you already know about the topic by noticing text features. Say and jot more by fitting text features together. Begin reading and notice and say the main idea. Think aloud about using the main idea note structure either on chart paper for all to see or on a post-it just like the readers. Continue to add supporting details while noticing new information and reacting to it. Stop to fit the new information into the topic you are reading about by thinking aloud.
- Readers, do you see how I am juggling everything we have learned. I’m not only previewing, I’m not only taking notes on the main idea...I’m doing it all! This is what readers should look like tomorrow during independent reading. This is the hard work of reading informational text.
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers gather as much information as possible and fit it all together by stopping to think</td>
</tr>
</tbody>
</table>

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- Branches of Government by John Hamilton

Tips
- New/unseen or unread text will be used in the demonstration and active engagement.
- Readers bring a post-it to the mini-lesson today
- Plan to ask a student to play the role of your reading partner for session 7. The role requires that they sit and listen to you teach about an informational topic.

Connection
- Readers, today I want to show you a strategy for gathering as much information as possible and then fitting it all together before you read more.
- Watch me as I show you how readers gather as much information as possible and fit it all together by stopping to think.

Teach
- It’s really quite easy to read informational text without stopping. Just get lost in reading the words and turning pages as if we are in a hurry to finish one book and move to another. It takes some focus to be the kind of reader who, instead, reads and stops to think about what they are reading.
- Watch me as I use a post-it note at the end of a section of text to think about how everything I’ve read fits together. I’ll start my post-it with, “This section teaches me…”
- I’ll use Branches of Government I will read a section. Stop. And think aloud about how the information fits all together.
- Demonstrate the three steps and take the time to think aloud as you jot a note, synthesizing the information on the topic.

Active Engagement
- Let’s try this together now with Branches of Government I will put the text on the document camera.
- I will read...as you follow along with the text. We will only read a section. We will stop and at that time I want you to create a note that fits the information all together. Use your own words, thinking to fit the information together.
- You may want to use, “This section teaches me…”
- Read. Stop. Allow time for student jotting.
- Look over shoulders to see what is written.
- Have readers share their jots and/or share what you noticed about jots or the process.

Link
- Readers, yesterday during our Share Time I demonstrated for you the work...the hard work of reading informational text. Today we added another strategy to help us pull all the information together.
- I see this fitting into your process possibly after you have done some thinking about the main idea and supporting details. If you have already determined the main idea and supporting details, you might go back and reread knowing that your job is to fit the text all together once you have sifted out how it is organized.
- I will be looking to see your jots and notes as evidence of the work you are doing inside your informational reading.

Mid-Workshop
- Share notes and jots of readers that showcase the work of the teaching point and the repertoire of
**Reading Unit of Study**  
**Fifth Grade: Informational Reading, Unit 3**

<table>
<thead>
<tr>
<th>Teaching Point</th>
<th>strategies readers should be utilizing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships</strong></td>
<td>• Have partners explain the kind of work they are doing inside their informational reading. Have them tour their partner through the steps they took during their work time.</td>
</tr>
</tbody>
</table>
| **After-the-Workshop Share** | • *Readers, did you know that everything we are learning here in our reading workshop can be used anytime we are reading informational text? We can use these strategies when we are reading on our science topics and when we are reading about our social studies topics.*  
• *These strategies can help us study for tests, or projects, or personal interests and hobbies.*  
• *These are life-long strategies that readers of informational text use to learn more.* |
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

#### Lesson Plan

<table>
<thead>
<tr>
<th>Session #</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers can become experts on a topic and teach others</td>
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#### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Love Fishkin
- Make references, or use notes from digital text watched or additional text read, from read aloud with accountable talk or content areas.
- NOTES FROM DIGITAL TEXT:
  - Colonial life of a child: https://www.youtube.com/watch?v=gVxad8R4Nig
  - Brain Pop with Subscription Only: http://www.brainpop.com/socialstudies/ushistory/thirteencolonies
  - History Channel The Thirteen Colonies: http://www.history.com/topics/thirteen-colonies/videos/pilgrims-in-america?m=528e394da93ae&s=undefined&f=1&free=false
- Bring notes from read aloud or create notes on the topic you will be teaching that are relevant to the varied text and digital text you have experienced on the topic being taught.
- Have partners decide which one of them will bring one of their informational books for the active engagement

#### Tips

- Bring notes from read aloud or create notes on the topic you will be teaching that are relevant to the varied text and digital text you have experienced on the topic being taught.
- Ask one partner from each pairing to bring one of their informational text to the mini-lesson. Only half the class will have a book at the mini-lesson.
- Ask the alternative half of the class to bring an informational book to the Share time.

#### Connection

- Readers, there are so many times in our day when we are talking with others and what we are actually doing is teaching them about a topic we know about.
- For example, just this morning, I was talking with my husband about the weather. I was telling him what I heard on the news from the weather reporter, I was telling him what I had read in the news, and I was summarizing what I thought I had learned about the kind of winter we were going to have this year based on what I had heard and read.
- I bet you do this too. I bet there are times, at lunch or recess, or when you are at home when you say “Hey, did you know…” and you tell a whole lot about a topic you have heard about or read about.
- When we talk in this way, we are actually teaching others about the topics we know or care about.
- Today I want to show you how we can do this with our reading partner based on the reading, thinking and learning from our informational reading.

#### Teach

- Watch me as I show you how readers can become experts and teach others.
- I pulled out our read aloud text, English Colonies in America and I also have my notes from the digital text we watched and listened to, on ______________________.
- I also asked Shelley to play the role of my reading partner for today’s lesson.
- I would like you to watch me and Shelley as we are reading partners. I am going to be and expert on my topic of Living a Civic Life and Shelley is going to watch and listen to me as I teach her about my topic.
- Demonstrate: Summarizing about your topic, pointing to pictures and text features and fitting together the information you have learned. Reference the book you are holding but also the information from the
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

digital text, which requires you to read from your notes. Add gestures to your explanations, if possible and use teaching/explaining voice. Add emphasis with your voice when details are important. Make sure to use topic specific words from the text.

- Readers, did you notice how I was using a teaching voice as I spoke to Shelley? Did you notice how I pointed to pictures and used the text features to summarize what I knew about the topic? Did you notice how I spoke from my notes and said things like, “the main idea here is…” and “this is mostly about…” I was using what I have learned about the central message of the text and the main idea of the sections to teach my partner about my topic.
- I’m hoping you noticed, also, that I was using the topic specific words from the text, like ______ (list examples). All of these actions make me sound like an expert. And in many ways, I am an expert on this topic because I’ve been reading and thinking so much about it.

#### Active Engagement

- Now it is your turn to try. You’ve become an expert on a topic and you’ve brought one of the books from that work.
- Partners who have a book with them, I want you to do just as I did and become expert teaching your partner about your topic.
- Teachers watch and listen in.
- Share what is observed that fits the teaching and demonstration.

#### Link

- Readers, today I want you to read and note and prepare for your partnership. I want you to think about the job of being an expert on one of your topics and teaching your partner all that you can, using the strategies we have learned.

#### Mid-Workshop Teaching Point

- Share ways readers are preparing for their partnerships to show their expertise and teach their partners.

#### Partnerships

- Readers are experts on their topics and teach other readers. Today you are teaching your partner all that you know. Make sure you are using your text and rereading the important parts and text features if it will add more to your teaching.

#### After-the-Workshop Share

- Ask the alternate partner to bring one of their informational books to the share today.
- Partners, today you spent time teaching each other. You are experts on so many topics, now.
- I’d like to take a closer look at the teaching work from our second half of partners.
- Share your expertise and teach about your topic.
- Teachers are listening in and coaching. Give feedback on what is observed to build conversation and partnership meetings.

## Lesson Plan

### Session 8

**Concept**
Readers determine importance and synthesize when reading informational text

**Teaching Point**
Readers use a repertoire of strategies to read and understand informational text

### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Love Fishkin

### Tips

- Ask partners to bring an informational text to share time.
- Read aloud The Jamestown Colony by Brendan January before session 15.

### Connection

- Readers, I know we have learned a lot already about reading informational text. It is important that when we learn a new strategy that we also keep using the previous strategies right along with the new one.
- I demonstrated this a few sessions back during our Share time.
- It is such an important lesson to remember. We are always using everything we know to do to read and understand in our informational text.
- Today I want to show you how readers use a repertoire of strategies to read and understand informational text.

### Teach

- **Repertoire means** all the things that a person is able to do. You may have a repertoire of strategies when you play soccer, or dance, or read or write. When you play soccer, you do more than run. You run, dribble, pass, shoot...this would be your repertoire of plays.
- You also have a repertoire of plays, now, when you read informational text.
- Let me show you how a fifth grader might look during independent reading if they are using their repertoire of strategies or plays to work hard at reading and understanding their topics. Watch me carefully, because you will need to list for your partner 3 strategies from my repertoire you saw me using.
- Pretend to be a fifth grade reader with informational text at your side.
  - Preview text before reading it (from session 1).
  - Jot notes on what you already know about the topic by noticing text features. Say and jot more by fitting text features together (from session 2)
  - Begin reading and notice and say the main idea. Think aloud about using the main idea boxes and bullets note structure either on chart paper for all to see or on a post-it just like the readers. (from session 3)
  - Continue to add supporting details while noticing new information and reacting to it. Stop to fit the new information into the topic you are reading about by thinking aloud. (from session 4)
  - Think about your partner and what you are going to teach them. (from session 5)

### Active Engagement

- Readers, list three strategies you saw me using from my repertoire.
- Readers, you saw how I was using my repertoire of strategies. You saw me using everything we have learned. I’m not only previewing, I’m not only taking notes on the main idea...I’m doing it all! This is what readers should look like each day during independent reading. This is the hard work of reading informational text

### Link

- Today, make sure I am seeing you use your repertoire of strategies.
- I will be assessing your success with this as you read and think during independent reading.
### Mid-Workshop Teaching Point

- Replay the way readers are using their repertoire of strategies.

### Partnerships

- Readers, remember to continue to teach each other from your informational text. I will be watching to see if anyone actually acts out a portion of their text in order to teach...we will be talking about this during share time.

### After-the-Workshop Share

- Readers, yesterday we learned about being experts and teaching each other.
- Another strategy for teaching, is acting out what we have learned and we can invite our partners to join in.
- Watch me as I act out with my hands Slavery was introduced to the colonies...on page 29 In English Colonies in America.
- Use body language and hand gestures and explain how Africans were kidnapped (hands behind back) and sold to plantation owners (count out money). They were punished (shaking a finger in anger)
- Readers, I'd like you to thumb through your text and see if there is a part that you could act out for your partner in an effort to teach them. Your partner can copy your gestures to show they understand what you are teaching.
# Reading Unit of Study

## Fifth Grade: Informational Reading, Unit 3

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers determine importance and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers create responses to text that show revised thinking and share these claims with others</td>
</tr>
</tbody>
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### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives "just-right" to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Love Fishkin
- Revised Thinking Stems charted for readers to see
  1. Now that I know....I think...
  2. I wonder if....because....
  3. I used to think...but now I’m thinking...because....
  4. Maybe....because....

### Tips

- Prepare for students to have at least two informational text on the same topic for session 15

### Connection

- Readers, over the past two weeks, I have listened to you respond to your text. I have heard you say, “that’s weird.” And “That’s cool” or “that’s gross” and “that’s interesting”.
- This shows that you are reading the text and it shows that you are thinking about the information. But it doesn’t show complex thinking...these responses could be made by little, little kids, who read information.
- You are powerful readers, who know a lot already. Your responses need to match the kind of reader you are.
- Today I want to teach you that readers create responses to text that show revised thinking and share these claims with others.

### Teach

- When I think about all that I have learned from reading English Colonies in America.. I could say, “It’s cool how so many people sailed the Atlantic Ocean” and that would be a response to my text, right?
- Well...in some ways yes...but in many ways NO! That is not a response to text that shows revised thinking.
- Now if I said, “Now that I know the many of the reasons people sailed the Atlantic to come to America, I’m thinking about how exciting it could have been for some-new land and wealth but how horrifying it must have been for others-forced to come to be servants”. Does this show some revised thinking? YES!
- Readers, do you see how my second response is so very different from my first response? I nudged my thinking to say what I NOW was thinking, based on what I had learned.
- Sentence stems might help you nudge your own thinking this way.
- We can use:
  1. Now that I know....I think...
  2. I wonder if....because....
  3. I used to think...but now I’m thinking...because....
  4. Maybe....because....

### Active Engagement

- Readers, I just want you to think about one of your topics in your informational reading. Now...see if you can use one of these stems in your mind with that topic in mind, also.
- Share what you are thinking using one the stems and part of your topic to show your revised thinking to your partner.
- Turn and talk.
- Teachers listen in and coach.

### Link

- Readers, when I made my claim that... “Now that I know the many of the reasons people sailed the Atlantic...
to come to America, I’m thinking about how exciting it could have been for some-new land and wealth but how horrifying it must have been for others-forced to come to be servants”. I was sharing thinking I hadn’t had before I began reading my English Colonies in America text.

- I nudged my thinking to think beyond what the text actually taught me. This is what I want you to try today.
- I will leave our sentence stems up so that you can include them in your jots and on your post-its. I’m hoping you will have revised thinking and claims to share with your partner after independent reading.

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>Share the thinking of readers who have made claims beyond their text and have shown revised thinking using the sentence stems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships</td>
<td>Remind readers to share their revised thinking for multiple topics across their informational text.</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share    | The work we tried today has us thinking beyond our text. It’s taking what we know, what we learned and nudging ourselves to make new statements or claims about the information.  
Our sentence stems force us to question, or connect or inference about the information. These are reading and thinking skills we use all the time.  
I will leave the sentence stems up on our chart so that you can continue this thinking each and every day.  
Readers, I am so proud of the thinking and reading you are doing with your informational text. |

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Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
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<tr>
<td>Concept</td>
<td>Readers determine text structures and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers recognize descriptive structures and use them to organize thinking</td>
</tr>
</tbody>
</table>

Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper

- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Fishkin, Page 16-17 Demonstration
- Page 18, first full paragraph, of English Colonies in America enlarged for active engagement
- Text Structure Anchor Chart Enlarged (Resource Packet)
- Descriptive Informational Text Chart (Resource Packet)
  Can be copied and stapled with additional text structure charts for private student use or enlarged for whole class viewing

Tips

- The CCSS RI 5.5 states that students need to compare and contrast the overall structure of events ideas, concepts, or information in two or more texts. Although this next run of lessons teaches how to determine text features- the ultimate goal is for students to not only determine text structures but to understand how these structures can help organize their thinking and bring meaning to the text.
- Caution is recommended when using the graphic organizers for this run of lessons. The organizers are not meant to be used as a daily assignment, rather as support for students when organizing their thinking.
- Teachers may decide to allow partners to sit together as they read independently. This choice would allow for partners to point out and reflect on structures of text in the midst of reading and possibly get feedback from their partner about this recognition. Readers would still read independently, but have the support of a reading partner nearby as they make choices about informational structure. This is only a suggested possible option for sessions 10-15.
- Think about how the anchor charts will be used throughout this concept. The possibilities might include enlarged, copied and stored in reading folders, table tents.

Connection

- Readers, we have been learning about ways to read and understand informational texts. Unlike narrative texts that are organized in one particular way, informational texts can be organized in several different ways.
- Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- Today I’ll teach you how readers recognize descriptive structures in informational text and use them to organize thinking.

Teach

- Explain that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session Descriptive Informational Text.
- Provide an example of descriptive informational text by referring to the excerpt on page 16-17 in English Colonies in America
- Demonstrate how you determine the topic being described and then locate adjectives and other words and phrases that describe the topic. (Examples: ...Long snowy winters, many natural resources, thick forests, built sawmills...)

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**Reading Unit of Study**

**Fifth Grade: Informational Reading, Unit 3**

<table>
<thead>
<tr>
<th>Point out and talk about the words that describe and the words that begin sentences like “The colonist” then description... that alert readers to the fact that more details are coming from the author.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how to organize the information using a web or Idea/Detail Chart at the bottom of the page.</td>
</tr>
<tr>
<td>Describe how being able to recognize and organize descriptive informational text supports your understanding of the text as you pull the entire description together.</td>
</tr>
</tbody>
</table>

**Active Engagement**

| Refer to the enlarged copy or distribute copies to partnerships of the excerpt from page 18, first full paragraph, of English Colonies in America. Enlarge and Read the excerpt aloud. |
| Prepare readers by telling them this section describes how people lived and worked. |
| Have partnerships work together to determine the topic being described and locate the adjectives and other key words and phrases that indicate a description text structure. |
| Listen in and coach as partners work to find descriptive words and phrases. |
| Encourage them to talk about how they might organize the information on a web or detail chart. |

**Link**

| So readers, today we learned that when we recognize and organize descriptive informational texts, it is easier to understand what we are reading. |
| When you read today, see if you can locate a section that is organized using descriptive text structure. |
| Mark and label the place with a sticky note, and then (Demo) write the title of the book and page number in your reader’s notebooks. Choose a graphic organizer and record the information. |
| You will have time in partnerships to describe how the structure supports your understanding of the text. |

**Mid-Workshop Teaching Point**

| Share the thinking of readers who have found descriptive structure. |
| Watch for readers who have found and organized thinking using descriptive structures so that you can share their work during the After the Workshop Share time. |

**Partnerships**

| Remind readers to share their flagged pages and charts in their notebooks. |

**After-the-Workshop Share**

| Share one or two readers’ notes and pages. Highlight their process for finding and using descriptive structures to organize thinking. |
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3
Lesson Plan

Session 11

Concept
Readers determine text structures and synthesize when reading informational text

Teaching Point
Readers recognize chronological structures and use them to organize thinking.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives "just-right" to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Fishkin, Page 4-5 Demonstration
- Page 5, last full paragraph-page 7, of English Colonies in America enlarged for active engagement
- Text Structure Anchor Chart (Resource Packet)
- Chronological Informational Text Chart (Resource Packet)

Tips
- Session 21 is the unit celebration. Plan to communicate to parents or staff if your plans include their attendance or participation in donated supplies.
- Caution is recommended when using the graphic organizers for this run of lessons. The organizers are not meant to be used as a daily assignment, rather as support for students when organizing their thinking.

Connection
- Readers, yesterday we learned that informational texts can be organized in several different ways. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive informational texts.
- Today we are going to learn that readers recognize chronological structures and use them to organize thinking.

Teach
- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session: chronological informational text chart.
- Provide an example of chronological informational text by referring to the excerpt on page 4 in the book English Colonies in America.
- Demonstrate how you determine that the topic is being presented in sequence, or chronologically. Locate key words that indicate transitions, or movement through time. (1. 1774, 2. Men gathered, 3. the men spent days, 4. gave a speech, 5. Began to talk about common goals.)
- Demonstrate how to organize the information using a timeline, flow diagram, or cycle at the bottom of the page.
- Think aloud about how your thinking has to flow in an order starting with millions of years ago...followed by the crash, then the pushing of the edges. There is an order. If there wasn’t a crash first, then the edges would not push upward to form the mountain. The order matters, here, and reminds readers that now that you know that this text is organized by the order or chronology, you can remember the details in this way, too.

Active Engagement
- Enlarge and/or read aloud page 5, last paragraph, English Colonies in America.
- Have partnerships work together to determine the topic being described and locate the order or chronology of the information.
**Reading Unit of Study**

**Fifth Grade: Informational Reading, Unit 3**

<table>
<thead>
<tr>
<th><strong>Link</strong></th>
<th><strong>Mid-Workshop Teaching Point</strong></th>
<th><strong>Partnerships</strong></th>
<th><strong>After-the-Workshop Share</strong></th>
</tr>
</thead>
</table>
| • Listen in and coach as partners work and talk  
  • Encourage them to talk about how they might organize the information on a timeline or flow chart.  
  • Teachers listen in and coach.  
  • *So readers, today we learned that when we recognize and organize chronological informational texts, it is easier to understand what we are reading.*  
  • *When you read today, see if you can locate a section that is organized using chronological text structure.*  
  • *Mark and label the place with a sticky note, and then write the title of the book and page number in your reader’s notebooks.*  
  • *Choose a graphic organizer and record the information. You will have time to talk with your partner about your findings and thinking during partnership talks.*  
| • Share the thinking of readers who have found chronological structure.  
  • Watch for readers who have found and organized thinking using descriptive and chronological structures so that you can share their work during the After the Workshop Share time. See if you can find varied examples: use of dates, numbers, ordinal words, words and phrases signaling sequence.  
| • Remind readers to share their flagged pages and charts in their notebooks.  
| • Share one or two readers’ notes and pages. Highlight their process for finding and using chronological structures to organize thinking.  
|
Lesson Plan

Session 12
Concept Readers determine text structures and synthesize when reading informational text
Teaching Point Readers recognize comparison structures and use them to organize thinking.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Fishkin, Page 11
- Page 12, of English Colonies in America enlarged for active engagement
- Text Structure Anchor Chart (Resource Packet)
- Comparison Informational Text Chart (Resource Packet)

Tips
- Begin reading a short biography or two. Who Was George Washington? by Roberta Edwards is referenced in session 17. Readers read narrative informational and hybrid text is the fifth concept beginning with session 17. Short picture book biographies work well, too.

Connection
- Readers, we know that informational texts can be organized in several different ways. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive and chronological informational texts.
- Today I want to show you how readers recognize comparison structures and use them to organize thinking.

Teach
- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session comparison informational text chart.
- Provide an example of comparison informational text by referring to the excerpt on page 11 in the book English Colonies in America.
- Demonstrate how you determine the two things being compared. Locate key words that indicate a comparison. (There were three types, The first, the Second, The Third, repeated words “type” This was similar)
- Demonstrate how to organize the information using a Venn diagram or 3-column chart at the bottom of the page.
- Describe how being able to recognize and organize comparison informational text supports your understanding of the text.

Active Engagement
- Refer to the enlarged excerpt from page 12 from English Colonies in America. Read the excerpt aloud.
- Have partnerships work together to determine the three things being compared and repeated key words “appointed and elected” that indicate a comparison text structure.
- Have students think about organizing the information using a Venn diagram or 3-column chart
- Teachers listen in and coach.
- Replay the thinking you heard from partnerships

Link
- So readers, today we learned that when we recognize and organize comparison informational texts, it is easier to understand what we are reading.
- When you read today, see if you can locate a section that is organized using comparison text structure. Mark and label the place with a sticky note, and then write the title of the book and page number in your
| Mid-Workshop Teaching Point | • Share the thinking of readers who have found comparison structure.  
|                           | • Watch for readers who have found and organized thinking using descriptive, chronological and comparison structures so that you can share their work during the After the Workshop Share time. |
| Partnerships              | • Remind readers to share their flagged pages and charts in their notebooks. |
| After-the-Workshop Share  | • Share one or two readers’ notes and pages. Highlight their process for finding and using comparison structures to organize thinking.  
|                           | • Try to point out words and phrases that indicate a comparison structure (“two types”, “different kinds” etc...”  
|                           | • Or use Page 13 in English Colonies in America to demonstrate once again how compare/contrast is utilized to think about the elected men. |
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>13</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Readers determine text structures and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers recognize cause and effect structures and use them to organize thinking.</td>
</tr>
</tbody>
</table>

Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- Notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- English Colonies in America by Rebecca Fishkin, Page 7, first full paragraph -8, first full paragraph Demonstration
- Page 9-10, first full paragraph, of English Colonies in America enlarged for active engagement
- Text Structure Anchor Chart (Resource Packet)
- Cause and Effect Informational Text Chart (Resource Packet)

Tips

- Website resources are utilized for session 15. Copies or enlarged text is necessary for active engagement from Virtual Jamestown. Virtual Jamestown, John Rolfe http://www.virtualjamestown.org/jrolfe.html
- Read at least one or two Monster Science Graphic Literacy or a hybrid informational before session 17. Make sure to read it like any informational reader, noticing the table of contents, glossary, index and topic specific vocabulary. However, read it also like a narrative reader, noticing the characters and the and the narrative features throughout the text.
- Zombies and Forces of Motion by Mark Weakland
- Ghosts and Atoms by Jodi Wheeler-Toppen
- Alien and Energy by Agbieska Biskup,

Connection

- Readers, we know that informational texts can be organized in several different ways. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive, chronological, and comparison informational texts.
- Today I want to show you how readers recognize cause and effect structures and use them to organize thinking.

Teach

- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session Cause and Effect Informational Text.
- Provide an example of cause and effect informational text by referring to the excerpt on page 7-8 in the book English Colonies in America
- Demonstrate how you determine how one thing causes another thing to happen. Locate key words that indicate cause and effect. “with the success if Jamestown (cause) increased the pace of colonization (effect). England wanted long-term wealth (cause) increased colonization. Citizens wanting religious freedom, land (cause) sailed across the Atlantic (effect)
- Demonstrate how to organize the information using a cause and effect map at the bottom of the page. Describe how being able to recognize and organize cause and effect informational text supports your understanding of the text.
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

| **Active Engagement** | • Refer to the enlarged copy of the excerpt from page 9-10 from *English Colonies in America* Read the excerpt aloud.  
• Have partnerships work together to determine the cause and effect structure and locate key words that indicate a cause and effect structure text structure.  
• Have students think about organizing the information using a cause and effect map  
• Teachers listen in and coach.  
• Replay the thinking you heard from partnerships (colonies clustered on coast (cause) easy trade (effect), New England rocky and cold (cause) good for trade not farming (effect), Warm fertile south (cause) ideal for farming (effect)) |
| **Link** | • *So readers, today we learned that when we recognize and organize cause and effect informational texts, it is easier to understand what we are reading.*  
• *When you read today, see if you can locate a section that is organized using cause and effect text structure. Mark and label the place with a sticky note, and then write the title of the book and page number in your reader’s notebooks.*  
• *Choose a graphic organizer and record the information. You will describe with your partners later how the structure supports your understanding of the text.*  
• *Readers please do not skip the opportunity to also flag pages where descriptive and chronological structures show up. You also know about comparison structure. All of this thinking is worth noting and sharing during workshop.* |
| **Mid-Workshop Teaching Point** | • Share the thinking of readers who have found cause and effect structure.  
• Watch for readers who have found and organized thinking using cause and effect structures so that you can share their work during the After the Workshop Share time. |
| **Partnerships** | • Remind readers to share their flagged pages and charts in their notebooks. |
| **After-the-Workshop Share** | • Share one or two readers’ notes and pages. Highlight their process for finding and using cause and effect structures to organize thinking.  
• Try to point out words and phrases that indicate a cause and effect structure (“This creates”, “The area that draws the water is called”). |
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

Lesson Plan

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<th>Session</th>
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<td>Concept</td>
<td>Readers determine text structures and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers recognize problem/solution structures and use them to organize thinking.</td>
</tr>
</tbody>
</table>

**Materials**

| Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment. | Chart paper |
| If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses) | Teacher’s conferring notes (clipboard/binder/tablet) |
| Post-its | Assessment Checklist utilized throughout unit (Resource Packet) |
| notebooks | Anchor Chart: Informational Readers (Resource Packet) |
| Pencils/pens | English Colonies in America by Rebecca Fishkin, Page 36 |

**Tips**

- Begin reading Oh Rats: The History of Rats and People by Albert Marrin any hybrid text. This text is utilized in the fifth concept Readers read narrative informational and hybrid informational text, session 17
- Make narrative and hybrid informational text a priority for shopping at least by Session 17. This may mean spending extra time looking for biographies, true adventure stories, stories of success and hybrids at different reading levels through school and township libraries and literacy lending rooms. Teachers will want readers to have the text which will allow them to try the mini-lesson teaching points that focus on narrative and hybrid informational text.

**Connection**

- Readers, we know that nonfiction texts can be organized in several different ways. Nonfiction readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- We already learned how to recognize and organize descriptive, chronological, comparison, and cause and effect nonfiction texts.
- Today I want to show you how readers recognize problem/solution structures and use them to organize thinking.

**Teach**

- Remind students that informational readers pay attention to the structure of the text. When we understand how the author has organized the information, the text is easier to understand and remember. We have a framework to figure out how all the smaller pieces of information fit together.
- Refer an enlarged copy of the student chart for this session Problem/Solution Informational Text.
- Provide an example of Problem/Solution informational text by referring to The chapter beginning on page 36-41
- Demonstrate how you determine the problem and the solution. Seeing that this text has already been read aloud, teacher should feel comfortable replaying the list of problems the colonist faced as they turn pages and talk, explaining the problems – but not rereading. The solution part comes on page 40 “The colonist decided it was time to stand up to Britain”. Point out key words that indicate problem and solution
- Demonstrate how to organize the information using a problem/solution map at the bottom of the page. Describe how being able to recognize and organize problem and solution informational text supports your understanding of the text.

**Active Engagement**

- Refer to and reread the enlarged copy of page 27, in English Colonies in America
- Ask readers to name the problem by turning and talking to partners.
- Refer to page 28 and reread the first paragraph.
Ask readers to name the solution. Turn and talk.

Have students think about organizing the information using a problem/solution map

Teachers listen in and coach.

Replay the thinking you heard from partnerships

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**Link**

- So readers, today we learned that when we recognize and organize cause and effect informational texts, it is easier to understand what we are reading.
- When you read today, see if you can locate a section that is organized using problem/solution text structure. Mark and label the place with a sticky note, and then write the title of the book and page number in your reader’s notebooks.
- Choose a graphic organizer and record the information. You will describe with your partners later how the structure supports your understanding of the text.
- Readers please do not skip the opportunity to also flag pages where descriptive and chronological structures show up. You also know about comparison structure. All of this thinking is worth noting and sharing during workshop.

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**Mid-Workshop Teaching Point**

- Share the thinking of readers who have found problem/solution structure.
- Watch for readers who have found and organized thinking using problem/solution structures so that you can share their work during the After the Workshop Share time.

**Partnerships**

- Remind readers to share their flagged pages and charts in their notebooks.

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**After-the-Workshop Share**

- Share one or two readers’ notes and pages. Highlight their process for finding and using problem/solution structures to organize thinking.
- Try to point out words and phrases that indicate a problem/solution structure from the readers work and text.
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

Lesson Plan

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<th>Session</th>
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<td>Readers determine text structures and synthesize when reading informational text</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers compare and contrast the overall text structures to synthesize text</td>
</tr>
</tbody>
</table>

### Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Anchor Chart: Informational Readers (Resource Packet)
- *The Thirteen Colonies* by Marc Nobleman, 9-10
- *The Jamestown Colony* by Brendan January, PG.9-11
- Text Structure Anchor Chart (Resource Packet)
- Problem/Solution Informational Text Chart (Resource Packet)
- Chronological Informational Text Chart

### Tips
- This lesson aims to teach readers that by comparing the way information is laid out the reader gains a better understanding of the events, ideas or concepts presented. This strategy will need to be nurtured in small group settings as well as read aloud with accountable talk.
- Teachers may want to prepare notes for the demonstration ahead of time to save time during the demonstration. The notes could be covered or only revealed when you are ready to talk about them to keep student focus on your talking points throughout the lesson.

### Connection
- Readers, we know that nonfiction texts can be organized in several different ways. We’ve been looking at this for days. Informational readers pay attention to the way in which the text they are reading is organized to help them understand the information and to help them share this information with others.
- Another strategy readers use to better understand the information they are reading about is to compare and contrast the way the information is laid out in one text vs. another text on that same topic.
- Today I want to show you how readers compare and contrast the overall text structures to synthesize text.

### Teach
- Refer an enlarged copy of the student chart for this session Problem/Solution Informational Text.
- Readers, I am going to show you some tricky work today. It takes time. You must slow your reading and thinking. I am going to show you how I read two texts on the same topic and notice that their text structure is different. Then I am going to show you how I compare the information within the two text structures to show you how readers synthesize information from two different texts, using text structure. This is not easy. So really pay attention because when I am finished reading and thinking aloud, I am going to ask you to do the job of synthesizing from my text structure notes.
- Provide an example of Problem/Solution informational text by referring to *The Thirteen Colonies* on page 9.
- Remind readers that yesterday’s work had them looking for and thinking about the problem and solution text structure. Quickly demonstrate how you determine the problem and the solution structure by rereading page 9-10, in *The Thirteen Colonies*.
- Seeing that this text has already been read aloud, teacher should feel comfortable quickly reading and thinking aloud when the problem is established and the solution in revealed.
- Demonstrate or talk about (if notes are prepared ahead of time) how to organize the information using a problem/solution map
- Follow the same process for page 9-10 in *The Jamestown Colony*, showing the chronological text structure.
- Seeing that this text has already been read aloud, teacher should feel comfortable quickly reading and thinking aloud when the chronological structure is established and the
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

- Demonstrate how to organize the information using a chronological map
- Make sure your notes taken on the text structure maps in front of students contain some of the same info, words and phrases but also different info, words and phrases- seeing that the two authors include different facts and information on the same event.
- Readers, do you notice how I am reading about the same event in two different books and realizing that one author wrote about the event using a problem/solution text structure while the other author laid it out using a chorological text structure?
- What I am noticing as I think about what I have read and taken notes about on my text structure map, is that I am learning different information about the same event from these two authors.
- For example, I am noticing that in The Thirteen Colonies text, that in very few words the author describes the 104 men coming to set up Jamestown and then immediately says “The colonist found it difficult to live in the wilderness”. He wanted to establish the problem with Jamestown and write about the solution.
- Where in The Jamestown Colony, the author takes his time writing, using the chronological structure with dates, years, and naming each event that lead up to the colonist arriving and landing in Jamestown. He tells the events in the order that they happened...1606 investors plan to build new colony, they wrote pamphlets to attract colonist, they chose a captain for the ship, the men board, etc...

Active Engagement
- Readers, now I want you to notice what is written on my notes and take this information together in your mind, and share with your partner all that you have come to understand about the beginning of Jamestown.
- Use the two text structure notes to gain all the information you can on this topic.
- Turn and talk-feel free to point to and reread the notes here.
- Replay what you overheard from readers that show synthesis of the two structures given the information talked about.

Link
- Readers, we can understand so much more about our topics if we choose to read multiple text about that topic.
- But then, we have to slow our reading and pay attention to text structures, because they will alert us to how the information is laid out which offers our minds a structure for understanding the topic event or idea.
- Today, I am able to walk away from this reading with timeline of the beginning of Jamestown, but also a map of how it was a problem with solutions. I put these two structures together and now I more deeply understand the beginnings of Jamestown.
- This work can be done in every informational text you are reading.
- Today, use you books on similar topics. And see if you are able to locate authors writing about similar ideas and events and how they have laid out that information.
- Use their text structures to help yourself understand more...the most you can about your topic. Today we are comparing and contrasting text structures to understand even more about our topics.

Mid-Workshop Teaching Point
- Share the thinking of readers who are using this process.
- Watch for readers who have found and organized thinking using varied structures so that you can share their work during the After the Workshop Share time.

Partnerships
- Remind readers to share their flagged pages and charts in their notebooks.

After-the-Workshop Share
- Share one or two readers' notes and pages. Highlight their process for finding and comparing and contrasting text structures to organize thinking. Ask them what more they were able to synthesize or pull together to help them understand more.
- Try to point out tips for the process as you share the work of readers.
Lesson Plan

Session # 16
Concept Readers problem solve when they encounter topic specific words.
Teaching Point Readers determine the meaning of unfamiliar vocabulary words and phrases.

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Page 12 -13 The Thirteen Colonies by Marc Tyler Nobleman
- Virtual Jamestown, John Rolfe http://www.virtualjamestown.org/jrolfe.html
- Anchor Chart: Informational Readers (Resource Packet)
- Vocabulary Words and Phrases Chart (Resource Packet)
- Teacher selected informational text to show during the Share time how readers “use parts they know” to solve/decode and pronounce unfamiliar words.

Tips
- This lesson demonstrates numerous ways readers determine the meanings of unknown words. If teachers feel breaking this lesson into multiple days to showcase less in the demonstration to fit reader’s needs, the change is encouraged.
- After the workshop share could be a mini-lesson on its own if readers are struggling to solve topic specific words
- Read at least one or two Monster Science Graphic Literacy or a hybrid informational before session 17. Make sure to read it like any informational reader, noticing the table of contents, glossary, index and topic specific vocabulary. However, read it also like a narrative reader, noticing the characters and the and the narrative features throughout the text.
- Zombies and Forces of Motion by Mark Weakland
- Ghosts and Atoms by Jodi Wheeler-Toppen
- Alien and Energy by Agbieska Biskup

Connection
- Readers, we have been reading informational books that are full of words that are specific to the topic. Sometimes we already know these words, and other times we don’t. Informational readers try hard to figure out and learn these new vocabulary words.
- Today I am going to show you ways readers determine the meaning of unfamiliar vocabulary words and phrases.

Teach
- Explain that vocabulary words specific to the topic are sometimes bold-faced, and sometimes they are not.
- Demonstrate two ways to determine the meaning of an unfamiliar vocabulary word by referring to the following examples on pages 12-13 in the book The Thirteen Colonies:
  - Look for the definition of the word in the same sentence (page 12): “plantations”
  - Look for the definition of the word in another sentence (page 13): “Indentured servants”. The definition is created by reading the sentence before, the present sentence and the sentence after.
- Explain that sometimes new words are used in a text, but are not defined. Often, using the context of the sentence(s) will make it possible to infer the meaning of the word.
- Use the sentences around the word to make the best sense (context)
- Substitute a word you believe the word is like (synonyms) plantation - farm
- When the meaning of unfamiliar vocabulary words and phrases is not clear from reading the text, readers can:
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3

<table>
<thead>
<tr>
<th>Look in the glossary. Page 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask someone.</td>
</tr>
<tr>
<td>Use a dictionary.</td>
</tr>
<tr>
<td>Explain the importance of spending extra time to determine the meanings of words and phrases in informational text.</td>
</tr>
</tbody>
</table>

**Active Engagement**
- Refer to the enlarged copy, Virtual Jamestown, John Rolfe [http://www.virtualjamestown.org/jrolfe.html](http://www.virtualjamestown.org/jrolfe.html)
- Have partnerships work together to read and determine the meaning of any unfamiliar words.
- Listen in for the process by which readers are using.
- Share what is overheard from partnerships. Teachers may want to add to the practice by helping readers see that nothing is bolded “commodity”, “incentive” might be words to reflect on once readers have had time to practice.
- Demonstrate quickly how determining meaning happens inside the text as one is reading.

**Link**
- So readers, today we learned that we can use a variety of strategies to determine the meaning of unfamiliar vocabulary words and phrases.
- We have to be willing to work hard to figure out the meanings, and we have to remember the word so we can use it when we talk about the information we are learning.
- When you read today, take time to figure out the meaning of any words that you don’t know right away using the strategies listed on our class chart. Flag pages where you have done some thinking about unknown words and you have figured out their meanings.

**Mid-Workshop Teaching Point**
- Share the thinking of readers who have flagged pages showing that they have determined the meaning of unknown words using one or more of the listed strategies.

**Partnerships**
- Remind readers to share their flagged pages and the process they used to determine word meanings.

**After-the-Workshop Share**
- Readers, sometimes when you are reading informational text, it might not only be a challenge to know what a word means...you might also be challenged by solving the word and the way to pronounce that word first. I noticed that Ryan was working on the word ______ in his text ______________.
- One of the best ways we can solve unknown words is by looking for parts we already know.
- Watch me as I read an excerpt from _____ to show you how I use parts I know to solve unknown words and their pronunciations.
## Reading Unit of Study
### Fifth Grade: Informational Reading, Unit 3

#### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers problem solve words by looking for parts they know.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers use topic specific vocabulary words to teach others.</td>
</tr>
</tbody>
</table>

### Materials

- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- *The Thirteen Colonies* by Marc Tyler Nobleman and *English Colonies in America* by Rebecca Love Fishkin or an informational text chosen by the teacher – plan to talk about the topic from the text using topic specific vocabulary.
- Anchor Chart: Informational Readers (Resource Packet)
- Share time: Teaching Others Chart (Resource Packet)

### Tips

- Teachers will ask readers to meet first as partners today and then move to independent reading.
- Session 17 requires a collection of text representing all types of informational text referenced in this unit: Expository, narrative informational and hybrid. Check out the Materials list in session 17 for ideas.

### Connection

- Readers, when I am talking to my teacher friends about teaching, I use words like “students”, “goals”, “assessment”, “curriculum”. These are specific words that teachers use when we are talking about topic of teaching and learning as we make plans for our students.
- When I am in a conversation with my golf friends about a recent game I use words like “par”, “boggie”, “dog-leg left”, “drive”. These are words that golfers understand because they are related to the game of golf.
- When you are talking to your partners about the topics from your informational reading you, too, need to use the specific words related to the topic.
- Today, I want to teach you that readers use topic specific vocabulary words to teach others.

### Teach

- I’m going to pretend that you are my partner. As I talk to you about my topic of __________, listen to how many topic specific words I use as I teach you about my topic.
- Each time you hear me use a word that sounds as though it is topic specific, meaning, it’s a word that mainly is used when talking about this subject, I’d like you to put a thumb up, showing me that you heard a word used that is specific to my topic. I will ask you to list some of those words for your partner in just a moment.
- Start teaching readers about your topic. If you have chosen to teach about volcanoes use the words: mountains, underground, molten rock, crust, lava, erupts
- Watch for readers to give you thumbs up as you teach them about your topic and use topic specific words.
- Show readers where your ideas come from inside your text. Point to many of the topic specific words you were attempting to use.

### Active Engagement

- Readers now turn and list together the words that were topic specific.
- Listen in to check in on the words students are picking up as related and necessary to the topic.

### Link

- Readers, one of the best outcomes of reading lots of informational text is that we can increase our vocabulary based on the topics we have read about.
- But this won’t happen if we don’t use the words we have read and thought about in our conversations with other people.
- It is important to teach others about our topics by using the words that go with our topics.
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

| Partnerships | • Now you will meet with your reading partner. Bring your books together. Pick a topic to teach. Partners, as you hear a topic specific word show your partner a thumb up. Then switch roles so that each of you get a chance to teach/talk and use topic specific vocabulary.  
**Partnerships first today, independent reading second** |
| Mid-Workshop Teaching Point | • Plan to find a partnership to use as an example during the Share time.  
• Highlight partnerships that are using numerous topic specific vocabulary words in their teaching. |
| After-the-Workshop Share | • Readers, I have asked Sarah and Jamie to share a bit of their teaching so that we can listen to all of the topic specific words they were using in their conversation.  
• When you hear those words, you can show that thumb up signal.  
• Help readers add to their teaching using the Teaching Others chart from the resource packet.  
• Reflect on the modeling of the partnership and allow partners to try adding gestures and a teaching voice in addition to topic specific words. |
Reading Unit of Study
Fifth Grade: Informational Reading, Unit 3
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read narrative informational and hybrid texts</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers distinguish between narrative informational, hybrid informational and informational text.</td>
</tr>
</tbody>
</table>

**Materials**
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)

- Assessment Checklist utilized throughout unit (Resource Packet)
- The Thirteen Colonies by Marc Tyler Nobleman and English Colonies in America by Rebecca Love Fishkin and or informational text chosen by the teacher
- Who Was George Washington? By Roberta Edwards or any biography- Narrative Informational
- Picture book biography
- Oh, Rats! by Albert Marrin – Hybrid text
- Zombies and Forces of Motion by Mark Weakland, Capstone Press,– Hybrid Informational
- Ghosts and Atoms by Jodi Wheeler-Toppen, Capstone Press, - Hybrid Informational
- Alien and Energy by Agbieska Biskup- Hybrid Informational, Anchor Chart: Informational Readers (Resource Packet)

**Tips**
- Articles for teacher learning on informational vs. narrative informational text
  [http://classroom.synonym.com/difference-between-nonfiction-narrative-informational-text-2922.html](http://classroom.synonym.com/difference-between-nonfiction-narrative-informational-text-2922.html) and “Informational Texts and the Common Core Standards: What are they talking about anyway?” By Beth Maloch and Randy Bomer (helps distinguish types of informational text, including hybrid informational)

**Connection**
- Readers, some of you have already noticed that you might be reading along in your informational book and in the corner of the text you see a little character, a worm or butterfly or elf who is talking to you about your topic.
- Or you have noticed that you are reading along and the information you are reading sounds more like a story, it appears to have a character, setting problem and solution….instead of being organized like a list of facts.
- Today readers, I want to show you how readers distinguish between informational and narrative and hybrid informational text.

**Teach**
- Plan to hold up representations of each type of informational text. The text sited in the materials section is to give ideas for varied titles within each type. Feel free to use others from your own personal collection.
- There are different types of informational text. I am going to explain how these books are alike and different from informational text. You need to listen and when I am finished with my explanation I will ask you to tell your partner what you have learned about each type of informational text.
- One type of informational text is the kind I have been using in mini-lessons throughout this unit until now. The book The Thirteen Colonies and English Colonies in America are examples of informational text that list lots of factual information throughout every page. These are called informational text.
- Another type is narrative informational – hold up Who Was George Washington? This book looks like a short chapter book. It even lists the chapters or sections on a page that looks just like the listing of chapters in a story book I’d read. When I begin reading it…my mind sees that I am in a story…I see drawn pictures.. and the words (read page 1) make me think about a character–Steve and other characters like his dad. I start to learn about him like I do in my narrative reading that he was the type of kid who liked machines. He watched his dad. The words sound a lot like a story about Steve Jobs…and in fact it is…but Steve Jobs was a
**Reading Unit of Study**  
**Fifth Grade: Informational Reading, Unit 3**

Real person and this is in a way a story of his life or a biography. It will tell me facts about Steve Jobs, but the structure of the facts will be very much “story-like”. These narrative informational texts can be fun to read but you need to bring your strategies as narrative readers and informational readers as you read them.

- Another type of informational text is called Hybrid text. These texts use a mix of informational structures with narrative structures. (Hold up) **Zombies and Forces of Motion** by Mark Weakland, **Ghosts and Atoms** by Jodi Wheeler-Toppen, **Alien and Energy Graphic Novel series** and **Oh, Rats!** Examples of this type of information text. In each of these books, there are facts about the topic... but there are also elements of narrative text, like zombies, aliens and ghosts, poems to start the topic, narrative structure that sounds like a story. But some also have a glossary, a table of contents, an index... As a reader, you have to separate the facts from the fiction or made up parts, if necessary. You also need to realize that the reading sounds like a story, but is actually teaching true facts and events. These hybrid texts can be fun to read but you need to bring your strategies as narrative readers and informational readers as you read them.

**Hybrid informational means the text is a little of both informational and narrative. In these texts, there is information for sure, but there are also parts that are very much narrative.**

**Active Engagement**

- Readers, I have placed all the examples here on my easel. Will you now please talk with your partner about the differences and similarities between these different types of informational texts?
- Turn and talk
- Listen in and coach. Encourage readers to explain and point to books and name them in an effort to share what they know based on the explanation.

**Link**

- Today readers, I’d like you to sort your informational books based on what you learned here. Think about the kinds of informational books you have and place them in piles on your desks. You may have a hybrid pile, a narrative informational pile and an informational pile.
- You might find that you don’t have any titles from one of the categories... and if this is the case... you will want to shop for informational books during our shopping times, with each of these types of informational texts in mind.
- Start your reading today with either narrative informational or hybrid text. If you find you do not have either place your name on a post-it note and leave it on the whiteboard for me to see.

**Mid-workshop Teaching Point**

- Lift up and label books readers have piled. Point out characteristics. Encourage readers to think about their piles based on the interruption.

**Partnerships**

- Have partners recreate their piles for their partners and explain why their books are the type they are based on their characteristics.

**After-the-Workshop Share**

- Readers, no matter what type of informational text we are reading, we are always thinking about what is important and how all the text fits together.
- No matter the type of informational text, there is still a main idea to the chapter or sections and supporting details that help explain the main idea. There is still topic specific vocabulary. We still may have words we need to work through and or word meanings we need to find out.
- We are constantly synthesizing or pulling together all that we are learning to understand what the author of the text wants us to understand.
- So let’s not forget about all the note-taking, the structure locating, the pulling together of information. Make sure you continue to read with power as you tackle your narrative and hybrid informational text, too.
Lesson Plan

Session 19
Concept Readers read narrative informational and hybrid texts
Teaching Point Readers use what they know about characters to study real people

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include:
  - informational text containing text features and narratives “just-right” to be read upon completion
  - of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Who Was George Washington? By Roberta Edwards or any biography (picture books work, too)
- Anchor Chart: Informational Readers (Resource Packet)
- Character Trait List from Unit 2
http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf

Tips
- Teachers have been reading a biography or two before this session to refer to.
- Revisit character unit charts here, to remind readers all that they know about studying character.
- The After the Workshop Share reminds readers of the importance of note-taking with boxes and bullets as a strategy to discern main idea and supporting details. If teachers feel an entire session should be devoted to this focus, turn the Share into a mini-lesson in addition to or instead of the current Share. The demonstration in the Share could easily be moved to a mini-lesson demonstration.

Connection
- Readers, we have been reading different types of informational text.
- One of those types is biography…the story of a person’s life. Typically these are written about people who have overcome challenges and found or create success.
- When we read biographies we use a lot of the same strategies we’d use if we were reading about an interesting character like Harry Potter, or Percy Jackson, we notice their traits, motivations their challenges and how they overcome them.
- Today I want to show you how readers use what they know about characters to study real people.

Teach
- We’ve studied character already this year…just in our last unit. I pulled out some of our charts from that unit including our character trait list.
- When reading a biography, the strategies we use will be the similar to the work of reading fiction and studying the character.
- Listen to me read this excerpt from Who Was George Washington? and think aloud as I use my strategies to study character.
- Read aloud Page 13-17. Stop and think aloud inferring character traits and feelings by paying attention to his actions and behaviors…I’ll be thinking about his motivations, challenges and how he overcomes them.
- Readers did you notice how I stopped and thought about how George must have been so full of energy to want to take dancing lessons and fencing, but also he was motivated to fit in with the rich people in Virginia, and that’s what they did. He also needed money. He didn’t beg. He didn’t wait for the rich people to give him money. No, he got a job as a surveyor…something he was good at because he was smart with numbers. Do you see how I am learning about George Washington, an important real person, from inferring based on his actions, interactions, his decisions and challenges? This is the same work we did in our character study.

Active Engagement
- Now I’m going to read another portion of this biography. Let’s see what more we can learn about George Washington by thinking about his actions, behaviors, relationships and challenges.
- I will start reading on the middle of page 20 and stop on page 21. I would like you to listen and think about what more we learn about George Washington as a character.
## Reading Unit of Study
### Fifth Grade: Informational Reading, Unit 3

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<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Link</strong></td>
<td><strong>Teaching Point</strong></td>
</tr>
<tr>
<td>• Read</td>
<td>• Read notes and name the process readers are using to study their characters/people.</td>
</tr>
<tr>
<td>• Turn and talk. Name traits, think about his challenges and the ways he overcame them...what do we know about George from his actions, decisions, relationships...</td>
<td>• Remind readers to share what they have learned about their characters.</td>
</tr>
<tr>
<td>• Replay some of what you have overheard from listening to partnerships</td>
<td>• Readers, I feel the need to show you how I might keep track of the main idea and supporting details in my narrative informational text.</td>
</tr>
<tr>
<td></td>
<td>• Let’s use the part I read for mini-lesson...I have enlarged it here on the smart-board. The chapter title is “Mount Vernon”. I’m wondering if that is possibly a main idea. Let’s test that out...I’ll put “George Washington in Mount Vernon” in my box. Now I have to think about the supporting details....well one detail could be he lived a fancy life of fox hunting, dancing and fencing, another detail could be he took a job as a surveyor, His most loved step-brother died and George took his spot in the militia.</td>
</tr>
<tr>
<td></td>
<td>• Readers, do you see how I’m attempting to think about the important details related to George Washington in Mount Vernon. I left out the part about him sleeping on the ground, surviving his illness and the brothers sailing to Barbados...they are still facts in the life of George Washington, but were they the most important? Probably not.</td>
</tr>
<tr>
<td></td>
<td>• A different main idea might be “George Washington was adventurous”...I could then look back at all the details that told about how he was adventurous man – taking dancing lessons, the job of surveyor, sailing to Barbados, joining the militia... as supportive details.</td>
</tr>
</tbody>
</table>
Lesson Plan

Session 20

Concept
Readers read narrative informational and hybrid texts

Teaching Point
Readers use stories and information to uncover the important ideas narrative/hybrid informational text teaches

Materials
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)
- Post-its
- notebooks

- Pencils/pens
- Chart paper
- Teacher’s conferring notes (clipboard/binder/tablet)
- Assessment Checklist utilized throughout unit (Resource Packet)
- Who Was George Washington? By Roberta Edwards or any biography (picture books work, too)
- Oh, Rats! by Albert Marrin
- Anchor Chart: Informational Readers (Resource Packet)
- Character Trait List from Unit 2 http://www.readwritethink.org/files/resources/lesson_images/lesson175/trait.pdf

Tips
- Ask readers to bring one lesson learned written on a post-it to the share time.

Connection
- Readers, from the beginning of the year until now, I have been nudging you to think about what your reading is attempting to teach you about life. The reading we do should make us stop and think about lessons learned or different ways we will approach our days and experiences.
- Informational text requires the same stopping and thinking. It too, is attempting to teach.
- Today I want to show you how readers use stories and information to uncover the important ideas narrative and hybrid informational text teaches.

Teach
- When I think about the story and information of Who Was George Washington? My mind is bursting with so many ideas about what could be learned if we are open to it.
- When I think about how he was a young man who followed his passions…I’m thinking about the lesson of Do what you are passionate about and you will find success. But I’m also thinking about how he didn’t back away from challenges… the troops through the wilderness the icy river, these events showed his courage…So maybe a lesson is Be brave even in hard times…
- Readers, are you listening to how the story and information in Who Was George Washington? is nudging me to see life lessons?
- Just as I did in our character study, I am using the character and thinking about their actions and decisions and what they tells me about all people. I’m generalizing or stepping out of the text to think bigger than Steve Jobs…I’m thinking about people in life.

Active Engagement
- Let’s try this with Oh, Rats!. Let’s replay the text a bit and think about what the text is teaching us about life… I know it is teaching us a lot about the rats…but what might this book be saying to us besides information on rats...
- Reread starting the subtitles at the top of the page half way through the text Continue reread and turning page...stopping to think...”OH I see...the author wants us to learn that...”don’t actually say what is needed.
- Now readers, consider what the information and these stories of rats are telling you...If we were to say...“in life...” how might you finish that?
- Listen in and coach readers to think big outside of the text instead of using the tiny details of the text.
- Replay lessons heard that serve as exemplars.

Link
- Readers, today I want you to nudge your thinking towards the lessons your informational books are attempting to teach. There is an author behind each text...what do they want people to know about life or the world?
## Mid-workshop Teaching Point
- Write these big ideas on your post-its inside your texts. See if you have more than one idea inside a text.
- Read notes and name the process readers are using to uncover the big ideas or lessons from their narrative and hybrid informational texts.

## Partnerships
- Remind readers to share the big ideas and lessons learned referencing and rereading text as they talk.

## After-the-Workshop Share
- Readers, I asked you to bring a lesson learned from your informational reading today. I’m going to ask you and your partner to join another two partnerships, so that there might be about six of you in a group.
- Each person will take a turn reading their lesson or big idea...let’s see if there are any similarities or mostly differences as we listen to the ideas you uncovered in your reading.
- Teachers should listen intently to see if there are any common lessons. These should be shared with the entire class. The readers of these common lessons might name the titles of their books so that readers can see that common lessons exist across varied titles.
Reading Unit of Study  
Fifth Grade: Informational Reading, Unit 3 

Lesson Plan  

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<thead>
<tr>
<th>Session #</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read narrative informational and hybrid texts</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers can move from retelling to inferential retelling</td>
</tr>
</tbody>
</table>

**Materials**  
- Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.  
- If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)  
- Post-its  
- Notebooks  
- Pencils/pens  
- Chart paper  
- Teacher’s conferring notes (clipboard/binder/tablet)  
- Assessment Checklist utilized throughout unit (Resource Packet)  
- Oh, Rats! By Albert Marrin  
- Anchor Chart: Informational Readers (Resource Packet) 

**Tips**  
- Active engagement could use any hybrid or narrative informational text that has previously been read aloud. 

**Connection**  
- Readers, you have been retelling text since kindergarten. You know when retelling you tell the text back part by part including as much information as you can.  
- Today I want to teach you that readers of informational text can move from retelling to inferential retelling. 
- When you infer, you tell parts of the text that you are thinking about in your mind, even though the words don’t explain it precisely as you think it.  
- For example, I might say that the first part of Oh, Rats! is about how the author was playing at a construction site, saw a rat, and went screaming for his dad... This information is a retelling straight from the text, but I can also infer as I retell and say one big thing I realize is that I would react in the same way as the author... Readers, did you hear how I retold exactly from the text, first. Then I put in some of my own thinking based on what I was retelling.  
- I’d like you to try this, now and in your own partnerships today...retelling with added inferences. 

**Teach**  
- I’m going to read the last part of Oh, Rats! and enlarge the text for you to see.  
- As I read, think about the retelling you would give for this part...but more importantly, think about what thinking of your own you have running alongside the information.  
- Can you say “this makes me realize” Or “this adds to my thinking because”  
- Listen, then retell with added inferences.  
- Read page 23 first two paragraphs  
- Ask readers to build a retelling with inference, together  
- Wait for each partner to add an inference or two.  
- Listen in and coach as needed. 

**Active Engagement**  
- Readers, this is retelling with adding a little part of you. Add your own knowledge or add your own experiences. Add your own learning.  
- This strategy will help build better conversation along with deeper comprehension. It helps us pull together what we are learning with what we know, have lived or have learned.  
- As you are reading, you can inference as you read along to that when you retell you can add your own thinking to your retelling with your partner. Just use your post-its as you are reading. 

**Link**  
- Highlight readers who have jotted inferences next to their reading to share with their partner. 

**Mid-workshop Teaching Point**  
- Listen to readers retell and add inferences as they retell. Stop partnerships to showcase parts of the retellings that have moved from straight retelling to retelling with inferences. 

**After-the-**  
- Readers, we are coming to the end of our informational unit. You have learned so many strategies for...
being powerful informational readers. Let me remind you that as information is presented to us on a topic we are always attempting to pull everything we know to do and everything we know about that topic together to exist with the greatest understanding.

- We need to use all of our strategies most of the time to really draw conclusions about our topics.
- When I read the little boxes in Oh, Rats! I realize they are teaching me even more about the topic. I have to take their content into my thinking, along with each section, along with what I already know about rats. When I think in this way, I am synthesizing the information and pulling all my ideas on the topic together.
# Reading Unit of Study

## Fifth Grade: Informational Reading, Unit 3

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>21</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Readers read narrative informational and hybrid texts</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Readers celebrate by sharing all they have learned on a topic, person or event</td>
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### Materials

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<td>Each reader has a bag of leveled books matching their reading level and interest. Contents include: informational text containing text features and narratives “just-right” to be read upon completion of informational reading and mini-lesson assignment.</td>
<td>The Thirteen Colonies by Marc Tyler Nobleman and English Colonies in America by Rebecca Love Fishkin or and informational text chosen by the teacher</td>
</tr>
<tr>
<td>If possible and strongly suggested reading partners have at least one informational text that is the same in order to read and discuss as partners. Or a strong alternative - informational books of different titles on same topics (rivers, vehicles, horses)</td>
<td>Who Was George Washington? By Roberta Edwards or any biography- Narrative Informational</td>
</tr>
<tr>
<td>Post-its</td>
<td>Picture book biography</td>
</tr>
<tr>
<td>notebooks</td>
<td>Oh, Rats! by Albert Marrin – Hybrid text</td>
</tr>
<tr>
<td>Pencils/pens</td>
<td>Zombies and Forces of Motion by Mark Weakland, Capstone Press, <a href="http://www.capstonepub.com">www.capstonepub.com</a> – Hybrid Informational</td>
</tr>
<tr>
<td>Assessment Checklist utilized throughout unit (Resource Packet)</td>
<td>Anchor Chart: Informational Readers (Resource Packet)</td>
</tr>
<tr>
<td></td>
<td>Character Trait List from Unit 2 <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf</a></td>
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### Tips

- Teachers should feel free to bring in any informational text that has been shared with readers across the days and content areas as possibilities for connecting in strong ways with informational text.

### Connection

- Readers, today is a celebration of all your efforts and work in reading informational text.
- I want to show you how readers celebrate the reading and learning from informational text by sharing all they have learned on a topic, person or event.

### Teach

- Have the pile of informational books you have read to the class with you as you think about which ones have tugged at you most. Decide on favorites or ones you learned from most.
- When I think about all the informational text I have read throughout this unit some of them tug at me a little more than others. I connect with some better than others. I want you to think as I do and ask yourself, of all I’ve read about, what topic, person or event did I connect with most?
- If I ask myself that question, I think I would still be holding Who Was George Washington? and Oh, Rats!. In choosing these titles, it doesn’t mean that I didn’t learn from the others, I did. But personally, I was really interested and connected to these other two titles.
- I’ve never had to think so much about rats...who knew there was so much to know... and the person I always like to learn about real people...so the George Washington biography was memorable to me.
- I’m going to now use my independent reading time to prepare some of my notes so that I can share the most that I can about these two topics with my reading partner.
- I might look over what I have already written on these texts, or I might make a new Main Idea and supporting details page, I might skim and scan parts to think about the lessons or big ideas from these texts so that I can share these, too.
- Readers, I want you to revisit the topics, people and events you connected with most and plan to share these with your partner.

### Active Engagement

- Think to yourself for a moment about all you have read about. Is the topic you are connected to the most still in your book bin? Will you need to find the text? Did you take notes on this text which included the main idea, the big ideas and could you retell about it and add inferences?
- Think about what you need to do to prepare for the talk with your partner.
### Reading Unit of Study

**Fifth Grade: Informational Reading, Unit 3**

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<thead>
<tr>
<th>Link</th>
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<tbody>
<tr>
<td>• Just give thinking time.</td>
<td>• <em>I am going to give you about 20 to 30 minutes to prepare to talk to your partner. If you need to find a text, because it is no longer in your reading bin, do so quickly. Otherwise, make another choice.</em></td>
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<tr>
<td>• <em>I will leave extra time for partnerships and refreshments after our independent work time.</em></td>
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<tr>
<th>Mid-workshop Teaching Point</th>
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<tr>
<td>• Showcase the way readers are preparing to talk to their partner.</td>
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<tr>
<th>Partnerships</th>
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<tr>
<td>• Allow readers to share all that they can.</td>
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<td>• Listen in. Compliment.</td>
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<th>After-the-Workshop Share</th>
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<tr>
<td>• Offer refreshments over a conversation with the class as to how they felt about the informational unit. Ask them to think about what was easy for them to do and what is still challenging.</td>
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<tr>
<td>• Remind them that we are always making new goals with work left to accomplish.</td>
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<tr>
<td>• Teachers may want readers to write a quick note stating a new goal with a focus on informational reading.</td>
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