Unit 5 - Learning Through Reading: Content Area

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 3**
Length: **7 Weeks**
Status: **Published**

Unit Overview

The overall goal of this unit is for students to have a better understanding of the text structure of nonfiction texts by reading various types of texts, note-taking skills, and understanding author's craft.

In the first bend, the student will spend time reading nonfiction text about a topic that is also being studied in their social studies or science class focusing on text structure and summarizing as they read, and as well as building background knowledge on the topic. The students will also form teams in the second bend with the goal of conducting research on subtopics of interest related to the overall class topic. Students will set forth in an inquiry during which they will survey their materials, drawing on all they know about going through a research project in order to organize their learning lives. Students will use a variety of note-taking strategies to hold onto and organize information as well as teach others what they have learned so far. In the last bend of the unit, the students will be challenged to raise up the bar in their work, focusing on what is most important in their research but also seeing the differences between authors and how the authors present the information in similar and different ways. Students will also analyze how authors write, thus indicating their point of view, and how they influence readers by how they present the information.

In conferring, depending on the needs of the students, the teacher might want to focus on organizing information, and using text structure as way to help organize new information.

Standards

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,

	and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions

Throughout the Unit:

- How can I use all that I know about nonfiction reading and research to learn about a certain topic?

Bend 1: Reading Nonfiction about a Content Area and Summarizing with Structure in mind

- How can I understand what I read, aware not just of the content but also the structure and of reasons why that structure is a good one for carrying about the content?

Bend 2: Learning About an Aspect of an Content Area through Reading

- How can I organize a learning life that allows me to read across multiple texts, studying an aspect of a topic from multiple perspective?

Bend 3: Building Theories and Reading Critically

- How can I build theories from studying multiple perspective on a topic?
- How can I start to see how various authors approach the same topic differently, swaying their readers to think in particular way?
- How do I want to sway people learning from me?

Application of Knowledge: Students will know that...

- readers look at how the author's structure can influence their point of view
- readers read critically by thinking about author's craft
- readers read various types of nonfiction on one specific topic to become an expert of that topic
- readers read with structure in their mind to determine main ideas
- readers talk about ideas or findings to brainstorm their thinking
- readers use prior knowledge of their topic to expand their understanding

Application of Skills: Students will be able to...

- analyze author's purpose for organizing the structure of the text
- analyze text structure to determine main ideas and author's point of view
- compare and contrast text to develop theories
- research a topic by asking questions, making a plan, and use prior knowledge to make conclusions
- verbalize ideas with peers to understand complex text

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from *Units of Study for Teaching Reading Grade 5,* specifically *If... Then... Curriculum* for this unit (Calkins et al., 2015). The manuals serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.

Bend 1: Reading Nonfiction about a Content Area and Summarizing with Structure in mind

- Today I want to remind you that revving up your mind to read nonfiction is some of the most important work you can do as nonfiction readers. One was to set stronger, more focused expectations from the start is to look not just at what information you are going to learn but also at how that information is being presented. Then you can ask, " What do I expect this will be about? What ideas and information

will I learn?
    - engage students in an inquiry to practice reviewing a nonfiction text by modeling how to preview an article on the topic

- Today I want to remind you that nonfiction readers read with a pencil. We don't just use a pencil to jot down fun facts. We use a pencil to help us pay attention to the main ideas, to note the way those ideas are developed, and to make those thoughts and ideas visible.
    - model by focusing on main ideas and supporting evidence in what they are reading and mention that there could be multiple ideas

- Today I want to remind you that figuring out how a text (or part of a text) is structured can help you figure out what ideas and information are the most important to hold onto.
    - show a couple small snippets of a text focusing on structure together, with a partner, then independently

- Today I wan to remind you that texts are not only about one main idea. As texts get more complicated, so do the ideas they are forwarding. Readers need to stop often and ask, "What does this part seem to be mostly about and how does it fit with what I have already read?
    - take notes on one side of the paper, so they can use scissors to take apart and categorize what they have learned
    - use read aloud to determine main ideas and supporting evidence
    - on page 174-174 in <u>If... then... book</u>, ideas for small group conferring

- Today I want to remind you that researchers have a repertoire of note-taking strategies to draw upon when researching. They often use text structures to help guide their note-taking

- Today I want to teach you that each part of a text has a job to do in helping an author show or develop his or her ideas. Figuring out the structure of a part can help you to think about why an author might have included it and how it helps to show or develop the main ideas of the text
    - put two different sections of text and let students think about what the author wanted the reader to know in each section focusing on structure.
    - consider questions to guide students on page 176 in I<u>f... then... book</u>

Bend 2: Learning About an Aspect of a Content Area through Reading - form research teams

- Today I want to teach you that when readers get started on a research project, they figure out how to get themselves set up for reading in ways that let them learn all they can about their topics. One way they do that is by getting a lay of the land of their texts and making a plan of what to read.
    - set up procedures for research teams

- Readers think about *all* they know what they are leaning about a topic. If you are learning about penguins, you review all you know about birds because that can help you think about penguins.

- Today I want to teach you that it helps for researchers to think not only about their topic but also about their work, talking together about questions such as, "How can we keep our energy high during this process?"

- Today I want to teach you that a researcher chooses only what seems most important to jot down, and they jot mostly in their own words, quickly, without full sentences.
    - Using read aloud, model a couple of paragraphs and list some major points
    - Have students try another couple of paragraph on their own, mention when quoting to use quotation marks
    - Focus organizing ideas into categories (adding onto notes from other books, making pages in notebook or cut up notes to practice grouping notes together)
    - Provide time to share what they have learned in this topic

- Today I want to remind you that readers don't use writing only to record information; readers also write to grow ideas. And to do that, readers sometimes rely on the same "thought prompt" as they use to grow ideas when talking.
    - Use page 183 in If... then... book for prompts
    - Model strategies for note taking (swap notebook, challenge others in their thinking, or talk ideas out on the same book)
    - Share more strategies for tackling a complex text (make quick preview and write summary from the beginning, summarize throughout text even if student doesn't always understand the whole article, and read last line and first line to make summary)

- Readers, today I want to teach you that once a researcher has read a bunch of easier texts on a topic and started knowing more about that topics, it is often possible to read and understand texts that would at first have seemed too hard. In addition, tackling the hard text with another person sometimes leads to more success.

- Readers, today I want to teach you that researchers push themselves to draw on all they have learned from anywhere about the topic they are researching and they read across texts, thinking, "How are the lessons I am learning from these texts the same and different?"
    - Ask questions such as: What are the most important ideas that I want to push forward?, How can I pop out the really big ideas?, Why should be we care of this subtopic? How does it change or add to a person's understanding of this topic?
    - Conferring today by having students teach others what they are learning about and then coach into not just summarizing, but mention key points, evidence, reflection, or quotes. Use prompts on page 186 in If... then... book

Bend 3: Building Theories and Reading Critically - focusing on theories and themes (You might want to stop here to organize post-its in notebooks before continuing)

- Today I want to teach you that when readers look at a series of ideas about a book (or set of books) they can ask themselves, "What do these have in common? What is different about these ideas?" Then they use the answers to create a theory.
    - look though notes to develop theories by thinking about questions
    - make theory chart
    - looking over multiple texts to analyze their theory
    - summarize their finding

- What I want to teach you today is that readers don't just think about the information in a text, they also figure out the point of view of the author of that text and how he or she might be swaying you to think about certain way about the topic.
    - model for students where author's point of view comes through their work, make chart
    - give students a primary document to try to find point of view, may use prompts on page 191 in If... then... book

- Today I want to teach you that readers often think about why an author has chosen to organize a text in a certain way and how structural choices help to support the author's points.
    - give another article to focus on author's reason for certain structure they use in their writing and use prompt questions on page 192 in If... then... book
    - model how they would write these finding in their notebooks

- Today I want to teach you that researchers often celebrate their learning about sharing it with others.
    - expert fair inviting other classes or parents

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group

and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Record

Take inventory of their reading in their notebook focusing on what is most important about the texts they read, seeing what information is most key to supporting main idea, and compare and contrast information across texts as the ways different author present their information.

Formative Assessments (Informal)

Daily observation of students' participation and products during the active participation segment of each mini-lesson.

Students' questions, comments, suggestions to teacher

Stop and Jot during Read Aloud

Ask a question and have students hand in their jots using The Oregon Trail and Westward Expansion: A History Perspective Book By Kristen Marciniak

Teacher-student conferencing

Summative Assessment

Make a kid-friendly rubric focusing on Main Idea(s) and Supporting Details/Summary, Cross-Text Synthesis/ Cohesion, and Analyzing Perspective in the Information Reading Progression and assess how student are doing this work in their notebooks in their independent books.

Ask a question and have students hand in their jots using The Oregon Trail and Westward Expansion: A History Perspective Book By Kristen Marciniak (you may do this again to show growth)

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels

- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Integrated/Cross-Disciplinary Instruction

Reader's Workshop:

- Continuing to write about reading

Social Studies/ Science:

- The topic used for this unit will be either a Social Studies or Science related topic (ie, Explorers, Early

Colonies, Rocks and Mineral, Force and Motion)

- Try another piece in another content area topic

Writer's Workshop:

- Completing Informational writing (unit 2 of the Unit of Study books)

Suggested Mentor Texts and Other Resources

Read- Aloud

If using Westward Expansion as a topic

- Ten Mile Day: And the Building of the Transcontinental Railroad by Mary Ann Fraser
- Coolies by Yin (reading level Q)
- True Books: The Transcontinental Railroad
- Oregon Trail and Westward Expansion: A History Perspective Book by Kristen Marciniak (use for assessment)

Resources

- *Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP (page 165-195)
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

21st Century Skills

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.