Unit 2 Reading: Reading Information: Finding Main Idea/ Details, Summarizing, Inferring, and Integrating Information

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **6-8 Weeks**
Status: **Published**

Brief Summary of Unit

Students will develop strategies to read expository non-fiction with clarity, depth, and power. Students will understand how to choose a just-right non- fiction book, slow & powerful reading rate and flexible thinking in order to paraphrase and synthesize information. Students will focus on determining main idea/supporting details, making inferences, and summarizing. Students will also integrate information from text features and multiple sources to develop a deeper understanding of nonfiction text.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade 4; the word study units are paced according to unit duration within the curriculum. Please refer to this scope and sequence.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the Grades K-5 folder.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

These mandates may be hit through the selection of choice literature:

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.3.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.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Essential Questions/ Enduring Understandings

- How are fiction and nonfiction books similar and different?
- How do we use our reading strategies differently when reading nonfiction texts?
- What is schema?
- How do we use our schema to help us read nonfiction books?
- How do we organize the information we read in a nonfiction text so that we can remember it?
- What is an author's point of view?
- How should we change our reading of a book once we determine the author's point of view?
- How do we teach others what we have learned in nonfiction texts?
- How can identifying and understanding text structure help me pull out the main ideas and supporting details from the text?
- How can I organize my learning life so I can research to learn, synthesize across texts, and teach others about what I am learning?

- How can I use what I am learning from different sources about a topic to grow my own theories about the information I am learning?

- Reading nonfiction closely helps to develop an understanding of what is important in a text.
- Reading nonfiction closely gives us the opportunity to look at information that is being shared. Using specific strategies to organize new information and thoughts allows readers to access that information easily when they need it.
- Text is written to convey a clear idea. These ideas are supported with specific details that prove that this idea is true. Paying attention to text structures helps readers to zoom in on details and information that the author thought was important.
- When researching we are learning new information. To be able to share this new information with others I have to have a deep understanding of a topic from a variety of text. I must take the information I am learning and think about how the information is connected. I can use this new understanding to teach others what I have learned.
- As a researcher, I need to be able to synthesize the author's main points in order to grow my own theories about the information I am learning.
- Authors create text for a specific purpose. Paying close attention to what information authors share can help us understand what they want us to learn and think after reading their text. Paying close attention to what they leave out can help us to better understand what information they think is unimportant, or does not align with their thinking.
- We must use many of the same reading strategies when reading nonfiction text, which we use when reading fictional text.

Students Will Know/ Students will be Skilled At

- How to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- How to determine the main idea of a text and explain how it is supported by key details.
- How to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- How to determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- How to describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- How to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- How to explain how an author uses reasons and evidence to support particular points in a text.
- How to summarize the text.
- How to integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Students will be able to activate schema.
- Students will be able to make connections and inferences with their schema.
- Students will be able to ask and answer questions as they read.

- Students will be able to create boxes and bullets to organize the information they read in nonfiction texts. (main idea and supporting details.)
- Students will be able to identify author's point of view and purpose using inferences.
- Students will be able to deepen their understanding of nonfiction texts by developing theories.
- Students will be able to summarize text using main idea and supporting details.
- Students will be able to focus their reading by concentrating on what they find interesting.
- Students will be able to gather information to support the writing of their informational texts..

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Reading Logs
- Post-it Notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Stop and Jot
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Student is able to determine the structure of text: description, compare and contrast, problem and solution, cause and effect, and chronological/sequential

- Retell: Retell the nonfiction text using main idea and supporting details/summaries
- Summarize: Summarize story by determining important events in relation to character and eliminating inconsequential details (novels, chapters, test prep) using grade-level text: Level P/ then Q second trimester *
- Boxes and Bullets work using grade-level text: Level P/ then Q second trimester*
- Inferencing post-its using grade-level text: Level P/ then Q second trimester*
- Student Writing using grade-level text: Level P/ then Q second trimester
- Knowledge of domain-specific vocabulary

Summative Assessments:

- Reading Notebooks using grade-level text: Level P, then Q
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Asessments

- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Assessments created that align with the report card using grade-level text: Level P/ then Q
- Grade Level Benchmark Assessment Level P/ then Q

Learning Plan

Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click here.)

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Structured Literacy

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Teachers use a multisensory approach to teach morphology. For Word Study, please refer to the .Cranford Scope and Sequence.

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School Grades K-5 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Getting Ready

To plan for this unit, you may want to:

- Familiarize yourself with unit and teaching points.
- tie in personal learning to this unit. Students can research a topic of their choice and you can involve your school's media specialist

Learning Plan: Bends: Suggested Teaching Points and Possible Lessons

Bend 1: Main Idea/details, Summarizing, Vocabulary

Suggested Teaching points:

Readers prepare to read non-fiction by previewing text features and using their schema to make sense of new information and infer what the text is going to be about.

- Share a chart or PowerPoint of text features and how/why readers use them.
- Explain to the students that you have noticed that when reading the TFK/Scholastic News articles, they jump right in instead of using the text features to determine what the article is about.
- Using a Power Point/chart and a TFK or Scholastic News article, look at the text features and complete a preview together. Discuss what the features are and how they are helping us determine what the article is about.
- Make a prediction of what the article is about and write it on a pot-it. Read the article in partnerships.
- Come back to the carpet, did using the features help us in determining what the article is about

Good readers stop and think about what they read. In non-fiction texts, that looks like stopping after a paragraph or a passage (chunk of text). Think about the MAIN IDEA and SUPPORTING DETAILS. Good readers look for main concepts (don't just skim for "cool facts").

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- Using Whales (tail page 10 Seymour Simon Text) teacher will reread the section and think aloud, Box the main idea and state that you are boxing the main idea. (Use document camera if one is available to model this think aloud/boxing idea.)
- Active Engagement: Students will use their TFK or another photocopied page of Whales. Students will read the short passage and determine the main idea. They will box the main idea on their copy. Have one partner group share what they boxed on the document camera.
- Link: While you read today, I want you to box one main idea on a post-it and write the page number you found it on.

- Share/Close: Students will return to the meeting place. Pose: Who has an example that they think follows the model? Partner Talk. While you read tonight, see if you can box another main idea.

Non-fiction readers look for "POP-OUT SENTENCES". These are special sentences that summarize the paragraph or passage. Non-fiction readers read sentence by sentence, asking themselves, "How does this fit with what's been said so far?" Look for the BIG IDEA and notice SUPPORTING DETAILS.

- Connect: Turn and Talk with your partner and share what we have been learning about nonfiction text. (Teacher will share some ideas she heard)
- Teach: Non-fiction readers look for "POP-OUT SENTENCES" or main idea sentence. These are special sentences that summarize the paragraph or passage. Non-fiction readers read sentence by sentence, asking themselves, "How does this fit with what's been said so far? "They look for the BIG IDEA. Share three examples. (notebook sheet look for passages where the main idea is easily recognized) Discuss the placement of the pop-out sentence. (Left hand side of NB lifted paragraphs from different texts) Use document camera if available.
- Active Engagement: Students will look at three different passages with their partner and locate the pop-out sentence and box (the main idea.) Teacher will move through the students working and monitor their progress. Quickly assess who needs more reinforcement and pull that group of students for an additional small group lesson.
- Link: As you read today, try to look for that "POP-OUT SENTENCE" and post-it the main idea (box).
- Share/Close: Students will return to the meeting point and share an example with their partner add post-it to class chart. (Use document camera) Add ideas to the cool things we learned chart. Tonight, when you read, try to look for the pop-out sentence and box it on your post-it.

Other Strategies for identifying the main idea:

- What? So What?: Begin by asking "What is the text about?" to name the topic of the text. Then ask, "So what about the topic does the author want me to know?" to come up with a main idea sentence.
- Add up the facts : Students begin by selecting important details from a selection of text. Students then synthesize the details to identify a main idea.
- Finding multiple main ideas: Students recognize that complex texts may have more than one main idea
- Test the box with the bullets to see if it's a strong idea: Students test out different possible main idea statements by listing key details for each. They determine which main idea statement has the most support. This often reveals the author's main idea.

Non-fiction readers take notes (boxes/bullets) as they read. They point out details in pictures/diagrams to back up what they're saying. They make connections between background knowledge and new information they read.

Readers use boxes and bullets to summarize the text.

- Use boxes and bullets to summarize the text. This reinforces to the students why the boxes/bullets need to be in their own words.

Readers summarize information in text, maintaining meaning and logical order.

- Another way to summarize without boxes and bullets:
- Strategy for Nonfiction Summary: Who/What is the passage mostly about? (topic or subject)
- What is important about the topic or subject?
- When does this take place?
- Where does this take place?
- Why is the topic or subject important?
- How does this occur?

Other Strategies for Summarizing:

- Read, Cover, Remember, Retell
- Paraphrase chunks, then put it together

Sometimes we can sound out a word, but we still don't know the meaning. (Go over decoding strategies that students already know – stretch the word, flip the sound, chunk, prefix/suffix/root, and so on.) Many non-fiction authors include definitions on purpose within the text. You need to be a detective to find the definition. Sometimes the meaning is actually in the text. Other times it's in the margin/side bar, or in the glossary. If you don't see a meaning, try using context clues. You can also use a dictionary if you're really stuck.

Readers watch for and learn the technical vocabulary surrounding a nonfiction topic in order to become experts on the subject. Non-fiction topics have special vocabulary that is specific to that topic (ex: Volcanoes – eruption, cone, magma, lava, etc...) As you read to become an expert, you use those technical words when you talk about your topic. Try to use them when you talk with your sharing partners.

- This is ONE way to review unknown words and domain specific words in nonfiction text. You can include these lessons separately, in small groups, whole class, or during read-alouds.

1. Model, model, model. Give students a strong idea of what it's like to dive into text and tackle difficult vocabulary. The best way to do this is to have a daily nonfiction read aloud, which can be difficult if you're wanting one that isn't too reference-y and more read-aloud based!
2. Teach context clues without texts. It's a very strong practice to teach the skill of using context clues outside of difficult texts. For example, use a sentence and have them start there. Or maybe teach the process of determining a definition using the text around it. If you have a subscription to Brain Pop, you should definitely check out the video that they have made for context clues. It's a great overview of what they are and how to use them when you come across vocabulary that you are unsure of.
3. Teach context clues with texts. After you teach the lessons about what context clues are and how you will be using them to determine difficult vocabulary in a text, you can start incorporating texts into the standard. The reason I like to start with simple sentences or paragraphs before diving into books and passages is because the strategy itself is quite difficult, so adding in harder content makes finding vocabulary meaning even harder
4. Teach dictionary and reference text skills. Some students may try their hardest to use their comprehension and context clue skills to determine the meaning of a word. However, some students may need a step further than this. This is where we can start teaching and tying in the Language skill of the learning standards domain and teach how to use dictionaries and other reference texts.
5. After unit, revisit skill (at least) once a week. Now that you've taught your unit on context clues and difficult vocabulary, now it's time to bring in all the materials to practice. Work these into small group,

independent reading time, partner reading time, center games, and more!

Bend 2: Identifying and Understanding Text Structures

Text Structures and be taught in any order, however some teachers usually save description for last since most nonfiction text use some description and students focus on that and do not pay attention to the other structures.

Readers understand the characteristics of the chronological /sequence text structure and can identify it as they read. Readers reflect why the author chose this structure. Make an anchor chart with key words.

- In chronological/sequence texts the author provides readers with chronological events or a list of steps in a procedure.
- Characteristics: events in order of occurrence, instructions given step-by-step, order words: first, next, etc.
- Signal words: before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end
- Readers understand the characteristics of the cause and effect text structure and can identify it as they read. Readers reflect why the author chose this structure. Make an anchor chart with key words.
- In cause and effect texts the author describes an event or several events (cause) and the events that follow (effect)
- Characteristics: cause, because, effect, as a result of, due to, reason
- Signal words: since, because, if, due to, as a result of, so, then, leads to, consequently

Readers understand the characteristics of the problem and solution text structure and can identify it as they read. Readers reflect why the author chose this structure. Make an anchor chart with key words.

- In problem and solution texts the author gives information about a problem and explains one or more solutions.
- Characteristics: a problem is solved or needs solving; problem, solution, solve
- Signal words: problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then

Readers understand the characteristics of the compare and contrast text structure and can identify it as they read. Readers reflect why the author chose this structure. Make an anchor chart with key words.

- In compare and contrast texts the author discusses similarities and differences between people, things, concepts, or ideas
- Characteristics: likenesses and differences are discussed; also, both, in contrast, etc.
- Signal words: similar, alike, same, just like, both, different, unlike, in contrast, on the other hand

Readers understand the characteristics of the description text structure and can identify it as they read. Readers reflect why the author chose this structure. Make an anchor chart with key words.

- In description texts the author provides several details of something to give the reader a mental picture
- Characteristics: many adjectives, characteristics, or examples

- Signal words: for example, for instance, characteristics include, specifically, in addition

Bend 3: Integrating Information from Multiple Sources

Readers use text features to help them better understand the nonfiction text.

- Non-fiction readers read with ENERGY and POWER. They get ready to "REV UP THE MIND" before they start reading. Non-fiction readers pay close attention to their reading rate and read SLOWLY and POWERFULLY to gather information.
- Explain that readers read nonfiction differently that fiction stories. Share that this is because the information is new and sometimes technical and we need to think about the information carefully. Show chart: Reading Rate Chart: SLOWEST & POWERFUL: Used for Memorizing, SLOW & CAREFUL: Used for Learning New Info, NORMAL PACE: Used for Regular Reading, QUICK SKIM or SCAN: Used for Previewing & Rereading
- Discuss the different ways to read nonfiction
- Try it out – read slowly & powerfully with a partner.

Readers use visuals to gain a clearer understanding about a topic or informational text

- If you come across a special text features, figure out its purpose. Ask yourself, "What information does it give? How does it work together with text details to add to your understanding of a topic?"

Readers combine information from two texts on the same topic to better understand the topic as well as write and speak about it.

- To write or speak about a topic you must often combine or integrate information from two or more sources. First look in different texts for main ideas and key details that answer questions about a topic. Then combine the information in an organized way to write or speak knowledgeably about a topic.

Readers sometimes search for the answers to their burning questions about a topic in outside sources (other books on the topic, internet, interviews, etc.)

Readers grow ideas about nonfiction by talking to their reading partners.

- Share Text Conversation Starters:
- "I can picture how this goes. It probably..."
- "This makes me think..."
- "This makes me realize..."
- "I used to think, but now I'm understanding..."
- "Maybe it's because..."
- "My ideas about this are complicated. On one hand... But then again, I also think..."

Readers grow ideas about nonfiction by writing responses to thinking prompts.

- Review: RACE:
- R: restate the questions
- A: answer the question

- C: cite evidence to support the answer
- E: end the response with a closing sentence

Readers teach others what they have learned about a nonfiction topic through presentations, artwork, and multimedia.

- You might choose for students to just share their information through small group discussions, a google slide show, a poster, a short video etc.

Read Aloud Considerations:

During read aloud ask students questions that encourage them to think deeply about the text.

- Which sentence from the text best supports the inference that_____?
- What does the author mean when he/she says "_____"?
- Which detail from the text best supports the idea that_____?
- Based on the text, which is most likely true about _____?

Bend 4: Author's Point of View/ Inferencing

Readers realize how they are feeling about a nonfiction topic, and investigate how the author caused them to have those feelings (author's point of view, or purpose).

- Objective: Students will use pictures to infer feelings. SWBAT apply inferencing skills to their text. (What the text says/what I can infer).
- Materials: two pictures that show emotion, I see/I infer note-sheet, I see/I infer chart, nonfiction article
- Procedure: Connect: Begin the lesson by asking students to define the word inference. Tell students that in this lesson, they will practice making inferences.

Teach: Show students the first art work, and ask them what they see. Students may jump ahead to making inferences (e.g., "He looks frightened."), and if they do, simply probe for the detail that sparked the comment by asking questions such as, "What do you see that makes you say that?" Ask students to distinguish what they infer from what they actually see. After discussing the painting, point out that people make inferences all the time — they notice (see) things in the world around them, add this data to what they already know, and make an inference. Tell students they will practice making inferences. Guide them in completing the I See and I Infer note-sheet. In column one, students should identify a detail from the painting, and in column two, they should write a logical inference based on that detail. (For example: I see... "The mother is wearing an old - fashioned dress." and I infer... "This event is taking place in the past.").

- Active Engagement: Show students the second art work. Have students complete the I See and I Infer worksheet for it. Circulate to assist as necessary. When students are finished, have volunteers share some of their inferences.
- Remind students that they do the same thing when they are reading — i.e., they notice something and then make an inference based on what they read and what they already know.
- Independent Practice: Tell students they will now do a similar activity using quotes or details from a book they are reading instead of paintings. Tell students to go back to a section they have already read (the beginning frequently works well), write down on the I Read and I Infer worksheet three to six sentences or short groups of sentences, and write corresponding inferences they made from these

sentences. Tell them also to explain why they made each inference.

- Closure: The lesson by reminding students that their job as readers is to make inferences based on what the text says and what they already know — i.e., their background knowledge

Other Strategies for Inferring the Author's Point of View:

- Opinion words to watch out for: Consider if there are any opinion words being used alongside the factual information. Also notice what facts are being included and excluded.
- Tricks of Persuasion: Pay attention to the author's choice and the voice the author uses.

Materials

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: Core Book List. Teachers must refer to this list while selecting whole-class or small-group leveled resources.

The materials used in this course integrate (varied and leveled) instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Read aloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Instructional Materials

On-level nonfiction books from the classroom or school library. Focus on expository nonfiction but if you are lacking in texts.

Articles:

- "The Weird, Wonderful, Octopus," author unknown, from TCRWP

- "Outstanding Ostriches," author unknown, from TCRWP
- "Tornadoes!" author unknown, from TCRWP
- Excerpt from *Wolves* by Seymour Simon
- Excerpt from *Whales* by Seymour Simon

Magazines:

- Sports Illustrated for Kids
- Zoo Books
- American Girl
- National Geographic for Kids
- Ranger Rick
- Time for Kids/Scholastic News

Websites:

- Read Works
- Newsela
- Scholastic News
- Time For Kids
- https://www.getepic.com

Sample Resource Slideshow for Students:

https://docs.google.com/presentation/d/1DH-2tIytbZ3wpwNl1RMRJLsYfKPfNUlN2P60X9Hdm8E/edit?usp=sharing

Text Structure: description, compare and contrast, problem and solution, cause and effect, and chronological/sequential

Reading Rate Chart

- SLOWEST & POWERFUL: Used for Memorizing
- SLOW & CAREFUL: Used for Learning New Info
- NORMAL PACE: Used for Regular Reading
- QUICK SKIM or SCAN: Used for Previewing & Rereading

Determining the Meaning of and Using domain specific vocabulary

Boxes and Bullets:

- Main Idea and Supporting details
- Pop-out Main Idea vs. Hidden

Summaries:

- Tell what the Main Idea is, choose important details about the main idea, end with a closing sentence. (expository nonfiction)

Inferencing:

- Preview the text features and use schema to determine what the text will be about (In the text, what I know, I can infer,)
- What I read/ I infer
- Determining Author's Purpose: to persuade, inform, or entertain

Word Study:

Word Study Scope and Sequence using multi-sensory approach to word work **grade 4 link**

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 4 Heinemann, 2013. (Specifically, Navigating Nonfiction)
- Teachers College Reading and Writing Project Reading Units of Study, Grade 4, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Reading NonFiction: Notice and Note: Stances, Signposts, and Strategies by Kylene Beers and Robert E. Probst (use articles in this book to guide instruction)
- Solutions for Reading Comprehension: Strategic Intervention for Striving Learners by Linda Hoyt,Kelly Davis, Jane Olsen, and Kelly Boswell
- The Reading Strategies Book by Jennifer Serravallo
- iReady Reading Teacher Resource Book
- Energize Research Reading and Writing by Christopher Lehman
- Conferring with Readers; Supporting Each Student's Growth and Independence by Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups by Jennifer Serravallo
- Falling in Love with Close Reading: Lessons for Analyzing Texts-and Life by Christopher Lehman & Kate Roberts
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- Fountas and Pinnell Benchmark Assessment Kit

- Word Study Scope and Sequence using multisensory approach to word work
- Crosswalk (suggested IRA titles and Mini Lesson numbers)

Suggested Strategies for Modifications and Accommodations

Content specific accomodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

For possible modifications to content during reading workshop, please . . .

- Refer to the Pathways to Intervention document in the K-5 folder for specific appropriate interventions.

- Consult with Cranford Problem Solving Team (CPST), as needed.

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

The teacher should use the benchmark assessments to determine strategy groups to build upon weak or enhance skills. Possible groups: recall/monitoring for meaning, accumulating the text, inferences, citing text evidence, synthesizing, interpretation/analyzing author's craft, using details from the text to predict/infer/retell, writing about reading, summarizing, and using meaning and structure to improve fluency.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management

- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Individual conferences with each student will address specific needs of the reader.