

Unit 2 Reading: Nonfiction Through the Lens of History

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

This unit has been designed to support the workshop approach to teaching and learning, while directly responding to the requirements listed in the New Jersey Student Learning Standards for fifth grade. In this unit, students will embrace the complexities of high-interest nonfiction texts. Students will study ways in which their texts are becoming more complex while building independent nonfiction lives in and out of school. Fifth-graders will learn new strategies to tackle these new challenges, while strengthening skills already attained. Students will learn about an aspect of history through reading non fiction texts on the same topic, but from different perspectives. Students will summarize with structure in mind and analyze how the author’s text structure choices support the author’s purpose and how it influences the author’s slant. Students will build theories by reading critically, analyzing multiple perspectives on a topic, quoting across texts, taking notes, and paraphrasing. Students will establish independent reading habits, close reading skills, and writing about reading skills which will include quotes and exact details and references from a text. Lastly, fifth-graders will make their own connections and spark their own ideas as they think deeply about a text, so they can contribute their own thinking to conversations on their topics.

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 2022

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 5](#); the word study units are paced according to unit duration within the curriculum. For Word Study scope and sequence, please refer to [the scope and sequence](#).

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

Instructional Reading Level Benchmarks: S, T

Grade 5: Instructional Reading Level (T-V)*

Trimester	1 Needs Support	2 Approaching Standards	3 Meets Standards	4 Exceeds Standards
1st	<ul style="list-style-type: none">• Student is reading at an instructional level Q or below (independent P or below).	<ul style="list-style-type: none">• Student is reading at an instructional level R/S (independent Q, R).	<ul style="list-style-type: none">• Student is reading at an instructional level T. (independent S)	<ul style="list-style-type: none">• Student is reading at an instructional level U or above. (independent T)
2nd	<ul style="list-style-type: none">• Student is reading at an instructional level R or below (independent Q or below).	<ul style="list-style-type: none">• Student is reading at an instructional level S/T (independent R, S).	<ul style="list-style-type: none">• Student is reading at an instructional level U. (Independent T)	<ul style="list-style-type: none">• Student is reading at an instructional level V or above. (independent U)
3rd	<ul style="list-style-type: none">• Student is reading at an instructional level S or below (independent R or below).	<ul style="list-style-type: none">• Student is reading at an instructional level T/U (independent S, T).	<ul style="list-style-type: none">• Student is reading at an instructional level V. (Independent U)	<ul style="list-style-type: none">• Student is reading at an instructional level W or above. (independent V)

*According to Fountas and Pinnell Benchmark Assessment or Teachers College In Book Assessment

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:

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

Commission on Holocaust Education

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a pr and hatred whenever and wherever it happens.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes the research process and how information is created and produced; critical thinking and using information resource difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resource

LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.5	Reading Informational Text
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.5.7	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.SL.5	Speaking and Listening
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
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.6	Model integrity, ethical leadership and effective management.
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	Creativity and Innovation
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
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).

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Comprehension and Collaboration

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Essential Questions/Enduring Understandings

Essential Questions:

- How can I use all that I know about nonfiction reading and research to learn about a historical time period?
- How does understanding the structure of the text aide in my comprehension?
- To what extent does graphics and charts help a reader understand nonfiction texts?
- How does making connections between texts help the reader to understand what they are reading?
- To what extent does a reader use the author's clues and their own knowledge to make an inference and draw conclusions?

Enduring Understandings:

- Reading is a lifelong skill that enhances learning, gives direction and provides enjoyment.
- Nonfiction reading serves different purposes.
- Informational text expands our understanding of the world and its people.
- Active listening and collaboration of ideas aid in understanding the big picture or idea.

Students Will Know/Students Will Be Skilled At

Students Will Know:

- how to develop strategies to read nonfiction texts effectively across all academic subjects.
- strategies to consider various viewpoints and when to use them.
- how to interpret an author's slant.
- how to analyze how the author's text structure choices support the author's purpose and how it influences the author's slant.

Students Will Be Skilled At:

- summarizing by creating boxes and bullets to organize the information they read in non-fiction texts.
- deepening their understanding of non-fiction texts by developing theories.

- building theories by reading critically,
- analyzing multiple perspectives on a topic.
- quoting across texts
- taking notes
- paraphrasing.

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
- Envision and prediction 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 Jots
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain-specific vocabulary

Summative Assessments:

- Reading Notebooks using grade-level text
- 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 Assessments:

- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Complete Comprehension, Independent Reading Assessment, non fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Assessments created that align with the report card using grade-level text
- Standards-based reporting system and report card

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](#).)

Small group strategy work can provide instruction around specific Level R language and literary features (page 204-205 Continuum)

- Notice new and interesting words and record them.
- Solve content-specific words and technical words using graphics and definitions
- Identify important ideas in a text and report on them, either written or orally.
- Explain events, procedures, ideas, or concepts in a historical or scientific text based on specific information.
- Explain how an author uses reasons or evidence to support a particular point in a text.
- Make a wide range of predictions based on personal experiences, content knowledge and knowledge of similar texts.
- Change predictions as new information is gathered
- Make predictions based on illustrations and graphic texts.
- Notice aspects of genre or combined genres in hybrid texts
- Understand and talk about text structure
- Compare and contrast information within and outside of a text
- Notice how an author or illustrator uses illustrations and other graphics to create mood/tone/etc
- Notice how illustrations and text work together

Small group strategy work can provide instruction around specific Level S language and literary features (pages 208-209 Continuum)

- Determine the meaning of academic and topic-related terms within a text
- Determine knowledge of flexible ways to solve words (parts, ending, etc)
- Identify important ideas and report them in an organized way
- Summarize a text using boxes and bullets at intervals or chunks
- Make and justify predictions
- Bring background knowledge to understand the text
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Express changes in ideas or perspectives across the reading (as events unfold) after reading a text
- Acquire new content and perspectives about diverse cultures, time and places
- Infer the big ideas and discuss how they are applicable to people's lives today
- Infer the cause of problems or outcomes in nonfiction texts
- Notice and discuss aspects of genres
- Identify and evaluate arguments
- Identify main ideas and details
- Identify multiple perspectives

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.

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.

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.

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 will want to:

- Familiarize yourself with entire unit.
- Organize library, baskets, books (leveled) Note: You DO NOT need a specialized library. Students can grow ideas about books while reading any fiction book.
- Choose read alouds (mentor texts).
- Set up potential research partnerships/groups, reminding researchers that we do not travel alone through research. In order to prepare for these partnerships, you will want to assess your students to pair/group each student with peer (s) who have approximately the same reading level and reading

interests. *Note: Partners experience is critical for success.

- Organize and collect articles/video clips on time periods that the students will be studying in this unit. These time periods should match the time period book clubs the students will be in during Unit 3.

Suggested Teaching Points/Lessons: Navigating High Interest Nonfiction

Focus Question: How can I understand what I read, aware of not only the content but also the structure? What are the reasons why that structure is a good one for carrying the content?

Minilesson: Researchers rev up our minds to read nonfiction by asking themselves, “What do I expect this will be about? What ideas and information will I learn?”

Minilesson: Researchers read quickly, trying to get a broad overview of the time period— historical places, people, conflicts and vocabulary that are important to that time. We can use tools to help us such as: A map, Timeline, Word chart for words related to the study

Minilesson: Researchers jot to mark information that might be important by paying attention to the main ideas, note the way those ideas are developed, and make those thoughts and ideas visible.

Minilesson: Researchers pay attention to specific aspects of the subject. They break apart a big topic into smaller, more specialized/manageable subtopics and study them.

Minilesson: Researchers figure out how a text (or part of a text) is structured. They understand that this can help them figure out what ideas and information are the most important to hold onto.

- Teach, share, and model nonfiction text structures
 - Ask: “How is the way this is structured helping me to know what is most important to hold onto?”
 - Researchers recognize the powerful tools of non-fiction comprehension.
 - Teach the Nonfiction Signposts (Beers: See below)
1. Signpost Contrast & Contradiction- When the author shows you how things/people/ideas contrast or contradict one another, or shows you something that contrasts or contradicts what you already know, you need to stop and ask yourself....
 2. Signpost Extreme or Absolute Language- When the author uses language that is extreme or absolute, you need to stop and ask yourself...
 3. Signpost Number and Stats- When the author uses specific numbers or provides statistical information, you need to stop and ask yourself...
 4. Signpost Quoted Words- When the author chooses to quote someone, you need to stop and ask

yourself...

5. Signpost Word Gaps- When the author chooses to use a word or phrase that you don't know, you need to stop and ask yourself

Minilesson: Researchers keep up with their reading strategies such as jotting down notes to help keep up with names and vocabulary words that are repeated, dates that begin a chapter, etc.

Minilesson: Researchers take hold and guide their reading and research process. We can do this by asking, "What does this part seem to be mostly about? How

does it fit with what I have already read?"

- Continually generating and refining questions as we read.
- Collecting more information about our subtopics.
- Noting patterns and categories that emerge.

Sample Small Group Work at This Time: Here are some other ways that readers determine main ideas and key details in nonfiction that students might try:

- Readers ask themselves, "What is a big idea or ideas that this text is conveying and how do the other details connect with this? (for students who are reading texts at levels below what is considered grade level and which seem to forward one clear main idea) or "What are big ideas that this text is conveying and how do the other details connect with this? (for students who are reading texts which are more complex and seem to convey multiple main ideas).
- Readers can be on the lookout for a "pop-out sentence" as they read, knowing that often one sentence summarizes the content of a paragraph or a passage. This sentence will often be broad and sweeping and feel like it needs key details to support it. Sometimes this sentence is the first or last sentence-- but not always!
- Readers read, always pushing themselves to think about how new information fits with what the text has taught them so far. They read, pausing to ask themselves "What is the big thing this part teaches me? How does this fit with what's been said so far?"
- Readers sometimes identify key details first. They pay attention to what important details they are learning and then ask, "What the big idea these details are trying to show or support?" To help them do this work, readers might mentally or physically cut up an article and study the different parts to ask themselves what those parts add up to show (____ + ____ + ____ = ?) (you can push them to categorize details---these details seem to support this idea//these other details seem to support a different idea.)

You might also introduce the following questions that students can ask themselves and others to support this work:

- How would you summarize this (paragraph, section, part) of the text?
- What are the main ideas of this entire text?
- Which detail would be most important to include in one of the main ideas of the text?
- What is a main idea of the first three paragraphs of this text? The final section?

Minilesson: Researchers don't just ask surface level, definition questions. They dig deeper by asking,

- Why does this matter?
- What difference does this make?
- What parts are most important to explore?

Minilesson: Researchers figure out the structure of a part and think about why an author might have included it and how it helps to show or develop the main ideas of the text. Guide students to consider questions like:

- What best describes the main text structure of the entire article?
- What best describes the structure of the paragraph? The sentence?
- Why does the author start/end the article with a question, quote, etc.?
- What best describes the text structure used to connect the events told this text?
- What does each author want us to know? How does the structure help the author to present that information?
- What structure has each author chosen? Why might they have used these different structures?
- How does this part contribute to the overall structure?

Materials

The materials used in this course integrate varied, 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.

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.

Materials used in all classrooms include the following:

Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1

Fountas and Pinnell Classroom System MiniLessons Book

Fountas and Pinnell Classroom System Guided Reading; Fountas and Pinnell Classroom System, Readaloud

Jennifer Serravallo Whole-Book Assessment.

Intervention materials included, but are not limited to, Leveled Literacy Intervention kits.

Instructional Materials

Time For Kids (Sample Stories)

You can use picture books/articles on the time periods the students will be moving into for book clubs in the next unit.

Examples for American Revolution time period:

Fight for Freedom by Benson Bobrick

Crossing the Delaware by Louise Peacock

A Young Patriot by Jim Murphy

Library of Congress for American Revolution

Voices of the American Revolution by Lois Mino

When Washington Crossed the Delaware Liberty: How the American Revolutionary War Began, by Penner

George vs. George: The American Revolution as Seen From Both Sides, by Schanzer

Give Me Liberty: The Story of the Declaration of Independence, by Russell Freedman

The Midnight Ride of Paul Revere

Possible Teaching Charts and Resources, See:

- Text features anchor chart to aid comprehension
- Text structure anchor chart to aid comprehension

Ways Complex Nonfiction Gets Hard:

- The headings and subheadings do not help or are misleading
- There are several main ideas
- The central/main ideas are hidden (implicit)
- The vocabulary is hard or technical
- There are many complex or hybrid structures
- Subtopics can be broken into parts
- Parts can shift structure
- Sentences are longer and include more info

Figuring Out Unknown Words:

Look around...

- What do you picture?
- What's happening?
- Is it positive or negative?
- What type of word is it? (Object/action/describing word?)

Lens When Reading History:

Who: People/Relationships

- Who are the players?
- What are their relationship?
- Who holds the power?Who doesn't?

Where: Geography

- How does the geography affect big events?
- How does the geography affect people's lives?

When: Timeline

- What is the sequence of big events?
- Are there cause and effect links?

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 5 Heinemann, 2013. (Specifically, Navigating Nonfiction)
- Locate and preview “Intellectual Independence”from Constructing Curriculum (from the Units of Study,Heinemann.)
- Teachers College Reading and Writing Project Reading Units of Study, Grade 5, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- Following Characters into Meaning: Envisionment, Prediction, and Inference Volume 1 by Lucy Caulkins Units of Study
- Following Characters into Meaning: Building Theories, Gathering Evidence Volume 2 by Lucy Caulkins Units of Study

- Locate and preview “Intellectual Independence” from Constructing Curriculum (Units of Study, Heinemann).
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Building a Reading Life Progression (see Assessment section)
- Building a Reading Life from Units of Study to support “welcoming books and losing yourself in a story”
- 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
- 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
- For lessons for Word Work, see [Florida Center for Reading Research](#)
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations 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 plans.

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

- Small group on-level group work
- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Use visual presentations of all materials to include graphic organizers for writing.
- Use digital ebooks, technology, audio and video version of printed text (TFK/Scholastic?Epic Audio version)
- Differentiate roles in discussion groups
- Mark texts with a highlighter.
- 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.