

Unit 4 Reading: Nonfiction Argument Reading

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit students will read rapidly and deeply from among a broad range of high-quality, increasingly difficult nonfiction text sets. During these weeks, students will make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. They will be bringing all they have learned about informational reading, including how to determine main ideas and key supporting details, compare and contrast text structures, and analyzing multiple points of view on a topic. Students will be supported, not just in learning from informational texts but in discerning arguments. Students will evaluate and compare resources to construct an in-depth, critical understanding of research topics. Through this research the students will become experts on gathering information, analyzing it, and constructing arguments to evolve their fellow students' opinions on a topic.

While in research clubs students will synthesize information across multiple texts to gain an in-depth understanding of a topic, and learn to approach more challenging texts with agency and independence. The work in this unit is necessary for them to engage in order to meet the expectations of global standards, as well as to live as active, critical citizens by finding their non-biased voice and influencing real-world decisions.

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 Levels Benchmark: T, U

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

Trimester 1 Needs Support		2 Approaching Standards	3 Meets Standards	4 Exceeds Standards
1st	Student is reading at an instructional level Q or below (independent P or below).	Student is reading at an instructional level R/S (independent Q, R).	Student is reading at an instructional level T. (independent S)	Student is reading at an instructional level U or above. (independent T)
2nd	Student is reading at an instructional level R or below (independent Q or below).	Student is reading at an instructional level S/T (independent R, S).	Student is reading at an instructional level U. (Independent T)	Student is reading at an instructional level V or above. (independent U)
3rd	Student is reading at an	Student is reading at an	Student is reading at	Student is reading at an

instructional level S or below (independent R or below).	instructional level T/U (independent S, T).	an instructional level V. (Independent U)	instructional level W or above. (independent V)
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*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.

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.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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.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.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
TECH.9.4.5.IML.6	<p>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).</p> <p>Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>

Essential Questions/Enduring Understandings

Essential Questions:

- How can I use all I have learned about research to tackle a topic, reading many texts in many genres, consolidating what I have learned into a richer understanding of the topic?
- How can I work with others to pull different author's perspectives and information together to gain a deeper understanding of our topic?
- How can I begin to analyze and critique the ways that different authors approach the same topic differently, noticing not only what they expand upon and pass over, but also noticing the text structures they use, the perspectives they develop?

Enduring Understandings:

- Readers will be able to work independently to develop higher order thinking questions that drive research.
- Readers will be able to teach others what they have learned while reading non-fiction texts.
- Readers will synthesize information across multiple texts to gain an in-depth understanding of a topic.
- Readers will learn to approach more challenging texts with agency and independence.

Students Will Know/Students Will Be Skilled At

Students Will Know:

- strategies to read across non-fiction texts and analyze for meaning, craft and perspective.
- strategies to evaluate and compare resources in order to construct in depth critical understandings of a research topic.
- strategies to compare author's claims and the validity of those claims.
- how to determine main ideas
- identifying and key supporting details
- comparing and contrasting text structure
- analyzing multiple points of view on a topic

Students Will Be Skilled At:

- making connections, drawing conclusions, and forming opinions across texts.
- reading rapidly and deeply from among a broad range of high-quality, increasingly difficult nonfiction text sets.
- discerning arguments.
- evaluating and comparing resources.
- constructing an in-depth, critical understanding of research topics.
- gathering information, analyzing it, and constructing arguments.

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

Small group strategy work can provide instruction around specific Level T language and literary features

(pages 212-213 Continuum)

- Notice new and useful words and intentionally record and remember them to expand oral and written language
- Solve underline, bold, or highlighted words using background knowledge
- Derive the meaning of words that reflect regional or historical dialects as well as words from other languages other than English
- Search for and use information in a wide range of graphics and integrate with information from print
- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, index, references, etc)
- Summarize important ideas and information
- Support predictions with evidence from the text or knowledge of a genre
- Use knowledge from one text to understand diverse cultures and setting encountered in new texts
- Integrate existing content knowledge with new information from a text to consciously create new understandings
- Find evidence to support an argument
- Build meaning across several texts
- Integrate information from two texts on the same topic in order to discuss or write about it
- Infer causes or problems in nonfiction texts
- Notice aspects of genre
- Notice combined genres in hybrid texts
- Understand and talk about the overall text structure and underlying organizational structures
- Notice how the author/illustrator adds illustration to create mood/tone/etc
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Evaluate an author's qualifications to write an informational text
- Identify multiple points of view
- Use other sources to check authenticity of a text
- Assess whether social issues and different cultures are accurately represented in a nonfiction text
- Evaluate the quality of illustrations

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 prepare for this unit, you'll want to do a couple of essential things:

- Create a text set for your whole class demonstration study
- Establish research clubs prior to the unit starting**
- Gather a variety of argumentative/persuasive texts for students to analyze the first few days
- Gather texts and create text sets on topics (including both shorter and lengthier texts)
- Create a text set for your whole class demonstration study
- Establish research clubs prior to the unit starting
- Storyworks magazine has a "Take a Stand" article each issue which lays out two sides of an issue. Collect the back issues of this magazine along your grade and copy these articles.
- (Some of these articles can be read digitally).
- Time for Kids has a "Debate" article each issue--you can access these online and students can read them digitally.
- If students seem ready for more challenging texts, Junior Scholastic also has a debate article in most issues.
- You can also bring in previous students' argumentative and persuasive writing pieces (with names removed).

A few tips if resources are limited:

- Ask students to bring in texts--let them know that they can bring ads--from magazines, from the back of cereal boxes, from newspapers, printed out from online, etc. They can also search on sites such as YouTube for commercials they have seen to add to the class' digital bins of argumentative/persuasive texts.
- Create text sets across classrooms. If you and your colleagues compile resources, you may have a

greater variety of levels and titles in text sets. You can plan to do reading workshop at different times and share resources.

- Visit lower grade classrooms for a greater range of texts. If your text set needs lower level titles, you might visit a third or even second grade classroom to borrow books and bulk up your selection of texts for readers who read below grade level.
- If you don't have that many titles in a text set, you might plan to have students research first one subject and then a second, applying your teaching with increased expertise as they begin their second study.

Suggested Teaching Points Bend 1 Synthesizing Complex Information Across Diverse Texts

Focus Question: How can I work with others to pull different author's perspectives and information together to gain a deeper understanding of our topic? (approximately a week and a half)

Minilesson: Nonfiction readers have found what makes for an argument tends to be pretty clear. A good argument has reasons to support it and evidence to back those reasons. When analyzing arguments, we ask,

- What is the claim being made?
- What reasons are given to support that claim?
- What's the evidence to support those reasons?

Example:

Claim/point: Even if you've never been injured on a trampoline, chances are you know someone who has

Reasons and evidence to support that claim:

- *Trampolines caused nearly 95,000 injuries in 2012, most among kids.*
- *Up to 37% of emergency room patients were younger than 6.*

Minilesson: Nonfiction readers know they need to really analyze the argument that an author is making, and look at each point the author is making and the reasons and evidence for that point. They are aware that some points may be backed up better than others.

****Some questions you might coach students to ask of themselves and others as they do this work of analyzing arguments:**

- Which sentence best supports the point that _____?
- Which sentence best explains why _____?
- Do you feel that the author provided solid reasons and evidence to back up the point that _____? How could the author have strengthened his point?

Minilessons to Revist/Refer back to:

- Read Informational Texts with Power
- Preview and set expectations before reading
- Confirm expectations and revise as you read
- Pay attention to how the text is organized to help you figure out what ideas and information are the most important to hold onto and how the parts of the text fit together: Chronological, Cause/effect, Comparison, Problem/solution, Descriptive, Claims/Reasons/Evidence.

*Pause as you read to summarize what you have read so far to check that you are holding onto ideas and information

Minilesson: Nonfiction readers plan their journey when they are ready to embark on a new project. We can do this by:

- Gathering and previewing a collection of texts.
- Mapping out the “lay of the land” by making flow charts, table of contents.
- Asking questions we want answered as we read and research the topic.

Questions you might consider:

- Are students looking through the books and articles and mapping out categories and possible aspects?
- Are students deciding who will read what and beginning to record what sections of text each member will likely study?
- Are students starting to take notes in ways that help them to still keep reading with stamina?
- Are students keeping track of what sources notes came from?

Minilesson: Nonfiction readers listen to a read aloud or read a text asking themselves, “What position do I take on that argument and why?”

Minilesson: Nonfiction readers find debatable questions laying between the lines of your research topic and take up those debates, trying on a position to understand it better.

- Students find debatable questions within text
- Students answer those questions using specific prompts
- Researchers also use evidence based terms to support their theory: Because- The boy was sad because his dog ran away; For instance -Sally loved the ocean. For instance, she moved to a house overlooking the ocean; For example-Harry loves whales. For example, he often reads stories about them; The author stated-The force of the wind was very strong. I know because the author stated that the wind could shatter a window; According to the text-According to the text, the purpose of a robot is to do a job; From the reading I know that -From the reading I know that Jupiter is the largest planet in our solar system.
- For example to reference the text students might say/write: The text says, "... According to the text "... The author argues that... "... In the beginning, we hear that "... The author writes, "... The author describes this, saying, "...
- Students will also find it helpful to be taught ways to make the turn from citing evidence (quoting) to explaining/analyzing that evidence. These turns of phrase can help: This shows that... This illustrates that... This demonstrates that... Readers realize that... This changes everything. Whereas before....now... Readers begin to wonder/question/worry/understand/... The important thing to notice about this is that... While (such and such) could have (been said/happened) instead this (was

said/happened). It is important to notice that ...(didn't) but instead...

Minilesson: Nonfiction readers review several books across one topic to independently generate a list of subtopics.

- Make plans about what to read first, next...
- Create a graphic organizer that includes a place to jot a couple bullets under each heading we read about

Minilesson: Nonfiction readers speak as experts and teach their fellow researchers what they are learning, to compare information and ideas. We can do this by:

- Picking out the bigger boxes and supporting bullets from the text and refer back to the boxes- and-bullets format.
- Using illustrations, diagrams, and charts in the book to teach from.
- Referring to various features in the book as we teach.

Minilesson: Nonfiction readers have certain habits that make us experts. Some of these include:

- Special lingo, or technical vocabulary, on the topic
- Words that are bold, in italics, or included in glossaries and table of contents

Minilesson: Nonfiction readers don't just take information in while reading, instead they...

- Wonder and ponder.
- Think more deeply.
- Make connections.
- Consider the implications of what they read.
- 'Write to think' using sentence starters: This is interesting because... This makes me realize... This makes sense because...

Minilesson: Nonfiction readers move across texts cumulatively adding to their understanding of a topic. We can do this by:

- Using thought prompts: This book taught me...and this book adds to this information by telling me... or This book introduced the point that...and this book provides more detail on this by saying...
- Making charts and diagrams to gather evidence for a few important ideas and categories of information.
- Highlighting the parts of each text that contributes to the shared knowledge.

Minilesson: Nonfiction readers move between texts, catching conflicting information by,

- Thinking, In this book it says...but in this other book it says...
- Reading a third book to judge which information they trust more.

Minilesson: Nonfiction readers understand the difference between primary and secondary sources of information on a topic. We can do this by,

- Looking at primary sources includes photos and images showing manuscripts or artifacts and asking, What can I learn from studying these sources?
- Asking, Was the author present at the event being written about?

Minilesson: Nonfiction readers are experts in reading clubs.

- Talk often about your topic, retelling boxes-and-bullets
- Share illustrations and charts that reveal more information about your topic
- Compare and contrast illustrations from different texts
- Share deeper thoughts from your ‘write to think’ about reading
- Integrate information from texts on the same topic and write/speak about the subject.

Minilesson: Nonfiction readers state opinions or make a claim during club conversations. We can do this by:

- Providing an ‘I think’ statement and then supplying two or three pieces of evidence.
- Trying to add a counterclaim to another reader’s claim using supporting evidence.

Minilesson: Nonfiction readers don’t research just to research. They strive to become wiser about their world and dig for information not because they have to but because they know they are really digging for treasure.

Suggested Teaching Points Bend 2 Critiquing Texts with Analytical Lenses and Sharing Our Research

Focus Question: How can I begin to analyze and critique the ways that different authors approach the same topic differently, noticing not only what they expand upon and pass over, but also noticing the text structures they use, the perspectives they develop? (approximately two weeks)

Minilesson: Nonfiction readers look more critically at the texts in their text set by asking,

- What is the author trying to make the reader feel about this topic?

Minilesson Nonfiction readers identify their emotional response to their subject. We can use prompts such as,

- This made me feel...because...
- I felt...at...on the other hand...

Minilesson Nonfiction readers identify how an author caused certain feelings or responses by paying attention to images, stories, and information he/she chose to include.

Minilesson Nonfiction readers evaluate author’s claims and perspectives, angles, motives. We do this by using another author’s text on the same topic and compare them.

Minilesson: Nonfiction readers talk back to the author, noticing places where he/she neglects to mention pertinent information, tells half the story, or positions it in such a way that the reader doesn’t see the whole picture. They might say...

- “You forgot to mention...”
- “That’s not the whole truth...”
- “What you really mean is...”

Minilesson: Nonfiction readers create a mental model that represents their ideas about a topic. This helps us to,

- Decide what we decide to record
- Notice details that we may have overlooked
- Select and gather ideas around an idea
- Decide what we want to say
- Organize what we know

Possible Steps in Arguing About Texts:

- Listen to text(s) and gather evidence and ideas so as to take a position.
- Caucus with those who share your position to plan what your claim, evidence, reasons will be, referring to the text. State your case in front of your opponent, explain your position with reasons, evidence.
- Caucus with those who share your position in order to plan a point-by point rebuttal of your opponent's position.
- Rebut each point from each opponent.
- Second Round or Conclude by creating a new position statement on which both opponents can agree and flash draft.

Materials

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, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

Instructional Materials

Potential Read Aloud Texts:

Time For Kids (sample opinion pieces)

Zoos Through the Ages by Reading A-Z

Zoos: Pro or Con? by Reading A-Z

Video clip, “Phoenix Zoo Helps Save Endangered Species” http://www.youtube.com/watch?v=nGns4ER0L_c

Zoochosis by Stephanie Santana and Shauwn Lukose from the book *Should There Be Zoos: A Persuasive Text*, by Tony Stead and Judy Ballester. (FAMIS order #: 59255)

The Swazi Eleven, adapted by Kelly Boland

Life Span of Female African Elephants chart

Alternate text: “Zoos: The Historical Debate,” adapted from globalanimal.org (this could be used either as a pre-assessment, or substituted for either of the other texts/tasks in the post-assessment)

Potential Teaching Charts:

Use resource CD for rubrics, student samples, and charts.

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?)

Some Questions Readers Can Ask to Analyze Arguments:

- What is the claim being made?
1. Is there one central claim?
 2. Does the text lay out different perspectives/claims on an issue?
- What reasons are given to support claim?
 - What is the evidence to support those reasons?

Nonfiction Signposts

[PowerPoint](#)

[Notes for Notebooks \(one page\)](#)

[Notes for Notebooks \(Individual\)](#)

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 5 Heinemann, 2013.
- 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,
- Argument and Advocacy: Researching Debatable Issues (Units of Study, Heinemann)
- Locate and preview “Intellectual Independence” from Constructing Curriculum (Units of Study, Heinemann).
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Navigating Nonfiction from Units of Study for support
- Notice and Note: Strategies for Close Reading by Kylene Beers and Robert E. Probst
- 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
- 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, 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/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.