Unit 2 Reading: Reading to Learn- Grasping Main Ideas and Text Structure

Content Area: **Language Arts**
Course(s):
Time Period: **MP2-Week9**
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Status: **Published**

Reader's Workshop unit 2: Reading to Learn-Grasping Main Ideas and Text Structure

Bend/Session	Teaching Point	Mini-Lesson	Independent Reading Time Share	Read Aloud use www.heinemann.com for expository non fiction book excerpts
	Start with Pre-Assessment - see page 2 in Unit 2 Unit 2 -Utilize online resources www.heinemann.com			
Bend 1 Determining Importance in Expository Texts Session 1- Previewing Nonfiction	Good nonfiction readers get ready to read by previewing it, identifying the parts, and thinkiing about how the book might go	Connection: Tell students that although some books require a lost-in-the-book sort of reading, others require a sit-up-and-learn posture. Rally them to dramatize the distinction.	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group)	Expository Text Set

		Teach: Suggest that just as motorcyclists rev up the motor before shifting into drive, expository readers rev up their minds. They do this by skimming to figure out how the text works. Demonstrate how to preview the overall text, gleaning what it seems to be about by studying the text features and piecing together a hypothesis Use Anchor Chart p.7 Step back to recall what you have just done in ways that are transferrable to another text and another day. Active Engagement: Channel readers to preview chapters from read aloud text :What Adaptations Help Gorialla Survive?, talk with partners about the way subheadings create expectations of what they may expect. Name the work the children did as they previewed the all-about text. Do this in a way that sets them up to do	Partner reading:reading clubs Share: Partners work together to prepare summaries of what they read and to share ex. p.13	

		similar work with other texts. Link : Name what you've taught as a transferrable skill Channel each partnership to preview the text from earlier, then read together in pairs use "Text Buzzes" (fig 1-1)		
Session 2 Looking for Structure with a Nonfiction Text	Good readers of expository texts pause when they read to make summaries in their mind (boxes and bullets)	Connection: Students , with their partners, bring a text to the minilesson tp preview a new section together..use Anchor Chart "Rev Up Your Mind before Reading Nonfiction" p.16 - - Teach: Readers organize new information by pausing after chunks of text to summarize content, focusing on main ideas and supporting details (fig. 2-1) Model for students as you read a chunk of text, recall content in summary form use boxes and bullets (fig 2-2)	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs Share: Remind students that reading with fluency begins with choosing "with-in reach" texts review chart "Signs to Watch for When Choosing a Book" p.23	"What Adaptations Help Gorillas Survive" excerpt

		Once you reach the end of the chunk of the text, pause and recall what you have read, using your hand to help you retrieve the boxes-and-bullets summary you just gleaned from your reading. Name what you have done in a way that is transferrable to other texts and other days. - Active Engagement: Recruit readers to join you in reading, pausing when their "minds are full" Channel students to work together in clusters to recall the entre text by retelling iit across their fingers or making box-and -bullet outlines on white boards. (fig 2-4) Highlight today's teaching by unveiling a new achor chart, reminding students of the goal. Anchor Chart "To Learn from Expository Texts" p.20 Link: Recall the importance of orienting to a text before reading, encourage partners to pause to		

		recollect information arranged by main ideas and supporting detail (fig 2-5)		
A Day for Assessment				
Session 3 Grasping Main idea in Nonfiction Texts	Good readers organize the bits of information in a nonfiction text into categories	Connection: Convey to students it's easier to remember things once you've organized it...use a memory game to help students with this skill ..memory game sheet (fig 3-1) Ask students to figure out what the categorizing part of the recall game has to do with reading. - - Teach: Teach readers that when they reflect on what they've read, it helps to figure out what the main ideas are (fig. 3-2) Teach students to use prior knowledge to anticipate the subcategories (fig. 3-3) - -	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs Share: Channel readers to talk off their notes and use them to engage in partner conversations (fig. 3-11)	"The Weird and Wonderful Octupus"

		Active Engagement: Encourage readers to practice finding "pop-out sentences" that function as subheadings....use these sentences to help construct an outline (ex. Fig.3-4) Anchor Chart "To Learn from Expository Texts..." p.30 Name the work the students did that you hope will transfer to other days, and other texts. - - Link: Remind students to organize expository nonfiction by locating "pop-out sentencs" that reveal main ideas and supporting details (fig. 3-5, 3-6) use (fig 3-7,3-8,3-9,3-10 for examples		
Session 4 Becoming Experts and Teaching Others from Nonfiction Texts	Good readers read nonfiction texts so that they can become experts and teach others what they know	Connection: Tell the story of a nonfiction reader who became your teacher, giving you a miniature class on a topic. Suggest that the class is churning out lots of experts and lots of teachers.	Leveled texts;reading notebooks;post it notes Teacher conferencing	Frogs and Toads excerpts "What is a Frog?" "Yummy Frog Food"

		Students connect with the idea of becoming nonfiction experts and teachers use example chart p.39	(individual;small group)	
			Partner reading:reading clubs	
		Teach: Teach students that they will read in such a way that they will become experts..model reading and teaching,students will observe your teaching techniques Chart "To teach well..."	Share: Channel readers to recollect what they have learned and to teach each other about their texts...suggest using sketches to help them prepare to teach (fig. 4-3)	
		Ask children to observe you as you teach, and to notice techniques that they too, will use when they teach.		
		Ask students to name some of the teaching methods they observed.		
		Active Engagement:Students will become "teachers" by thinking of ways to teach information to their partners		
		Students use passages from Frogs and Toads to share information		

		- - Link Channel partners to read their independent books aloud to their partners and teach what they have read Use Anchor Chart p.42 ,"Readers Know "Ways Nonfiction Readers Determine What's Important" (fig. 4-1) and "Readers Know There are Many Ways to say MAIN IDEA" (fig. 4-2)		
Session 5 Tackling Complexity	Good readers read expository nonfiction text and come up with what they think the main idea is	Connection: Students connect to what they have already learned about main ideas and supporting details - - Teach: Teacher aims for student clarity by showing them how to draft and revise their idea of what the "main idea" is Use "teacher created ' text for examples - -	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs Share: Students meet with their partners to share what they have learned using pictures and graphs when	Frogs and Toads excerts "What is a Frog?" "Yummy Frog Food"

		Active Engagement:Challenge and guide students to draft and revise the main ideas of their independent texts Use Anchor Chart "To Learn from Expository Texts..." p. 50 "Nonfiction Readers Keep Track of all the Main Ideas and Supporting Details" (fig 5-1) - LinkStudents link their main ideas to photographs (in their independent books) studying them and noticing all the details	possible	
Session 6 Getting Better Requires Clear Goals and Deliberate Work: learning Progressions	Good readers get better at a skill by taking stock of their progress and setting new goals	Connection: Students are given the opportunity to share their ideas for strengthening their reading work (fig 6-1,6-2) Explain to students that having goals in mind isn't enough. Anyone who wants to get better at anything must work purposefully and deliberately to achieve their goals. -	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs	Frogs and Toads excerpts "What is a Frog?" "Yummy Frog Food"

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		Teach: Channel students to reflect and assess their abilities to locate main ideas and supporting details from expository text, setting them up to self-assess	Share: Celebrate the goal-setting that the students have done so far "Informational Reading Learning Progression" p.59	
		Readers begin working on another skill "Cross Text Synthesis"		
		Use "Informational Reading Learning Progression" p. 55		
		-		
		-		
		Active Engagement: Channel readers to to try this skill working with one or two familiar passages "What is a Frog" and "Yummy Frog Food" taking notes as they read		
		Encourage students to use what they have learned to set goals for themselves		
		-		
		-		
		Link Channel students to reflect on how they will operationalize their goals (fig. 6-3,6-4)		

Bend II Lifting the Level of Thinking about Expository Texts Session7 Reading for Significance Approaching Nonfiction Reading as a Learner	Good readers make the difference between :boring text" and "fascinating text" by being the kind of person who finds the "world to be a fascinating place"	- Connection: Readers will continue to move forward in their nonfiction reading, now shifting the focus from reading for main ideas and details to "reading to think" - - Teach: Explain to students that to be affected by nonfiction texts they have to read with engagement and that the purpose of reading nonfiction texts is to learn so "turn on your brain" - - Active Engagement: Students role play in small groups being the teacher then the learner..teacher distributes objects for the studnets to study in "boring then fascinating ways" (to promote reading in a "fascinating way") Students will monitor their reading for significance as an important way to approach nonfiction reading as a	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs Share:Students choose fascinating ideas from their reading to share with their partners Anchor Chart "To Learn from Expository Texts" p.68 "Talking and Thinking in Response to Our Texts" (fig. 7-3)	Numerous excerpts found on www.heinemann.com

		learner Chart "Places Worth Stopping and Thinking...Talking..and Jotting... (fig. 7-1) - - Link Remind students to always read like learners by doing something when they read (fig 7-1, 7-2)		
Session 8 Reading Differently Because of Conversations	Good readers read differently when they know they will be have conversations later...read as if you are holding a conversation in your mind	Connection: Teachers use stories about students who engaged in productive partnership conversation, spotlighting the importance of partners talking together about texts - - Teach: Teach students that a good way to start a conversation about a text is to locate the big idea and then "talk back" to that idea. Ask partners to locate a "big idea" from what they read yesterday (fig. 8-1) Demonstrate to show children that readers can use thought prompts to extend their own thinking about a bit of information.	Leveled texts;reading notebooks;post it notes Teacher conferencing (individual;small group) Partner reading:reading clubs Share: Students talk with a partner about interesting parts of their books, encourage them to use thought prompts	Student's independent books

			(fig. 8-6)	
		- - __Active Engagement:__ Have one partner say their big idea while calling out thought prompts, the students will repeat and elaborate (fig. 8-2, 8-3) Reconvene the class. Ask children to reflect on how thought prompts affected their talking and thinking. Then name what you hope readers will use another day, in another text. Anchor Chart "Talking and thinking...in Response to our Texts" p.73 - - __Link:__ Readers are sent to read expository texts of their own, remind them to think in response to their big idea (fig 8-4, 8-5)		
Session 9 Distinguishing You Own Opinion from That of the Author	Good readers "talk back" to an author's ideas when reading informational text while also forming their own opinions	__Connection:__ Help students to understand an author's perspective by tapping into their knowledge of character work and to distinguish their own opinion from that of the author	Leveled texts;reading notebooks;post it notes Teacher conferencing	__What Adaptations Help Gorillas Survive?__ excerpt "Look out for Those Teeth"

			(individual;small group)	
		-		
		-		
		Teach:Teach students to first name the author's perspective before differentiating their own perspective from the author's	Partner reading:reading clubs	
		Teach clues that can lead students to determine an author's perspective	Share: Have students use prompts to support their perspective when talking	
		-		
		-	Anchor Chart "Determining Perspectives in Nonfiction Books"	
		Active Engagement: Have students study a published text for words that clue them into the author's perspective		
		Tell students to compare their own opinion on the topic to that of the author (fig. 9-1, 9-2)		
		Link: Explain the importance of considering an author's perspective		
Session 10 Lifting the Level of Students' Talk	Good Readers lift the level of their talk	Connection: Ask students to think about times when they had a "really good talk" with someone and what made it so great	Leveled texts;reading notebooks;post it notes	

		- Teach: In "text talk", the text is cited and the talk stays close to the text Anchor Chart "Qualities of Great Conversation" p.86 - - Active Engagement: Have students role play "text talk" conversations while guiding them through this process and offering suggestions to improve their "text talk" - - Link: Point out to students that readers read differently in preparation for conversations and pause at intervals to "hold conversations in their minds"	Teacher conferencing (individual;small group) Partner reading:reading clubs Share:Students will hold the conversations that they have been carefully planning, teacher may video these conversations for students to watch and assess	
End of Bend II	End with Post Assessment See p.2 in Unit 2: Utilize online resourses www.heinemann.com			

CRP.K-12.CRP2   Apply appropriate academic and technical skills.

LA.3.RF.3.4.C   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CRP.K-12.CRP2.1   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4   Communicate clearly and effectively and with reason.

TECH.8.1.5.A   Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.B   Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.5.E   Students apply digital tools to gather, evaluate, and use information.

CRP.K-12.CRP1.1   Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP7.1   Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1   Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

LA.3.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
LA.3.RF.3.3.C	Decode multisyllable words.
LA.3.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
SCI.3-4.5.3.4.D	Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.
LA.3.RF.3.3.D	Read grade-appropriate irregularly spelled words.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.3.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.3.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
LA.3.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.3.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.3.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

LA.3.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
LA.3.RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
CRP.K-12.CRP7	Employ valid and reliable research strategies.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
LA.3.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.3.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.3.RI.3.6	Distinguish their own point of view from that of the author of a text.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
LA.3.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.3.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.3.RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.3.RI.3.10	By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade

	level text-complexity (see Appendix A) or above, with scaffolding as needed.
LA.3.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.3.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.3.RF.3.3.B	Decode words with common Latin suffixes.
SCI.3-4.5.3.4.D.a	Plants and animals have life cycles (they begin life, develop into adults, reproduce, and eventually die). The characteristics of each stage of life vary by species.
LA.3.RF.3.4.A	Read grade-level text with purpose and understanding.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Resources

Content area leveled libraries

Fiction leveled libraries

Non fiction leveled libraries

Unit of study grade 3 read alouds

- What Adaptations Help Gorillas Survive?

- The Weird and Wonderful Octupus

- Frogs and Toads

- The Story of Ruby Bridges

- Cactus Hotel

- George Washington's Breakfast

Assessments

- Preassessments

- F and P testing

- MAP scores

- Reading logs

- Post-it notes

- Write about Reading

- Student learning progression charts

- Reading goals sheets

- Self monitored reading data graphs

- Post assessments

- On grade level assessments

Modifications

-If then curriculum

-Modified rubrics

-Oral and written directions

-Leveled reading groups

-Graphic organizers

-Anchor charts/ note pages

-Extended time length of assessment