

# Unit 2 Reading: Tackling Complexity-Moving up Levels of Nonfiction

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## Unit 2 Reader's Workshop: Tackling Complexity- Moving up Levels of Nonfiction

Bend/Session	Teaching Point	Mini-Lesson	Independent Reading Time/Share	Read Aloud
	Start with Pre-Assessment- See page 2 Unit 1: Utilize online resources  <a href="http://www.heinemann.com">www.heinemann.com</a>			
Bend 1: Working with Text Complexity  Session 1: The more you know, the more you see	Good readers don't see with their eyes alone, but with their minds	Connections:Refer back to Mary and Jack's experiences at the baseball game at the beginning of the year, explain that students now know what to look for while reading fiction. Explain that is no different for nonfiction, that readers see with their minds and eyes, the more you know, they more you will learn.  Teaching: Get ready to read the article "An Animal like No Other", have students turn and talk about what might be important to focus on while reading. Brainstorm student ideas, display anchor chart "Nonfiction Readers know it pays off to think about..." Read the first part of "Lessons from the Deep" together, note cues to help notice the main	-Leveled Text, independent reading books, post-its, reading log/notebooks  -Teacher Conferring (individual, small group)  Share: Come together to discuss important points students studied today	"When Lunch Fights Back: Wickedly Clever Animal Defenses"  During: "An Animal like No Other" article

		<p>idea, debrief.</p> <p>Active Engagement: Continue reading the text, have students discuss with partners the things that pay off for nonfiction readers to think about., have students mark up a copy of the text together (circling important information and annotating).</p> <p>Link: Students make a plan for today's work with a partner. As students read, encourage them to use post-its to note things you plan to talk about.</p>		
<p>Bend 1: Working with Text Complexity</p> <p>Session 2: Orienting to more complex text</p>	<p>Good readers use text features and their knowledge to increase their understanding</p>	<p>Connections: Tell students that last night you wrote thank you notes to fourth grade teachers because the strategies they have learned have transferred to yesterday's work (note specific examples). Use challenging video game analogy to relate to challenging text. The higher levels in video games require more of students, just as higher level of text requires more of a reader.</p> <p>Teaching: Explain that books students are reading now are not going to have a clear table of contents that spells out exactly what might be in each chapter. This means that students are going to have to do some research to figure out define ideas about the text. Project the cover of "When</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Read the first two sentences on pg. 5 ("When Lunch Fights back") read with different tone for fluency</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p> <p>During: Students read pg. 4 and 5</p>

		<p>Lunch Fights Back", explain that the title does not offer much as to what the book will be about specifically. Read the back to gain more insight, display table of contents discuss, transfer what you have learned to another text on another day.</p> <p>Active Engagement: Students use various text features from pg. 4 and 5 to preview the book, reading and analyzing.</p> <p>Link: Students use the text they brought to try and orient themselves with the content as they preview, make decisions about how the text might go.</p>		
	A day for assessment			
<p>Bend 1: Working with Text Complexity</p> <p>Session 3: Uncovering what makes a main idea complex</p>	Good readers analyze complex main ideas	<p>Connections: Relating finding main idea in a simpler book to winning a game when it seems too easy. Explain that this will be different when working with higher level books, and the main idea will not be written right there.</p> <p>Teaching and Active Engagement: Display pg. 8 in</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p> <p>During: page 8</p>

		<p>"When Lunch Fights Back", read aloud, have students ask themselves what makes the main idea more complex? Coach and explain while reading how the main idea can become more complex. Have students compare this main idea to "Bats". Display " Ways Complex Nonfiction Gets Hard" chart, explain, discuss how one page can have several main ideas. Read aloud the rest of page 8, have students brainstorm more ideas to add to the chart.</p> <p>Link: Students should jot down other ways main idea can become more complex while reading independently, flagging parts worth talking about.</p>	<p>Share: Using excerpt from "Lessons from the Deep" decide which ways finding main idea can be difficult, display anchor chart to help (pg. 32 manual)</p>	
<p>Bend 1: Working with Text Complexity</p> <p>Session 4: Strategies for determining implicit main idea</p>	<p>Good readers use their toolkit of strategies to determine the main idea</p>	<p>Connections: Students share realizations from homework with their partner. Emphasize the importance of sharing strategies to tackle difficult text. Use Mario Cart example to explain that studying the track and which parts were hard helped to win the race, just as slowing down to study the hard part of text can help understanding.</p> <p>Teaching: Share some strategies students used to discern the main idea when it was not stated. Show video clip- public service warning that NYC shows citizens (link in online resources). Have students chunk together parts of the video and explain how they fit. Record two main ideas from</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students plan how they will share the main idea with their partner, have students share and complement one another on something they have done well</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p>

		<p>the video, students should record the main ideas they have found. Re watch video, jot down details as they watch, model deciding which are the strongest.</p> <p>Active Engagement: Name the transferable reading work students must engaged in with the video clip, and set students up to try similar work with the text they just read. Coach to support individual students to find the main ideas taught in their texts, give feedback to the entire class based on student need</p> <p>Link:Remind students to pull flexibly from their repertoire of main idea strategies and to begin taking notes that mirror main ideas and supportive details in the text.</p>		
<p>Bend 1: Working with Text Complexity</p> <p>Session 5: Using context to determine the meaning of vocabulary in complex text</p>	<p>Good readers use clues around a difficult word to determine the meaning</p>	<p>Connections:Relate student experiences (little league and video games) when situations became more challenging, to reading more complex text, explaining that text get harder in a lot of ways.</p> <p>Teaching and Active Engagement: Explain use "The Amazing Octopus"(level 2), set students up to read across several texts. Notice that the text features unfamiliar vocabulary. Have students read a level 4</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students revise notes to include more complex vocabulary,</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p> <p>During "The Amazing Octopus"</p>

		<p>version ("An animal like no other") of the same text, discuss how vocabulary becomes more demanding. Revisit "Figuring out the Meaning of Unfamiliar Words" ask students to use these strategies to notice an author's clues, have students transfer the strategies in a new sections (level 6) "Lessons from the Deep"</p> <p>Link: Connect the word students did today, determining the meaning of unfamiliar vocabulary words with the work they should do everyday.</p>	<p>teach partners about their reading, utilizing new, complex vocabulary</p>	
<p>Bend 1: Working with Text Complexity</p> <p>Session 6: Inquiry into using morphology of words to tackle tricky vocabulary</p>	<p>Good readers look inside challenging words to identify the meaning</p>	<p>Connections: Use quote from "Vocab: 5 Common Misconceptions", see Give an example of what it means to study word mythology, and break a word down into its meaning units (indestructible). Draw slashes in the word and break it down by parts.</p> <p>Teaching and Active Engagement: Using the level 5 text, circle any hard words you see. Model looking in the circled words, breaking them up into parts. Listen in and coach as students practice looking in words, pushing them to break words apart and think about prefixes and suffixes. Bring students together and share examples of what they noticed when they pushed themselves to look in words. Encourage students to look around words, and use context clues to help as well. Display "Figuring out</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferencing (individual, small group)</p> <p>Share: Students talk to partners about tricky words they marked, sharing strategies to define them</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p>

		<p>the Meaning of Unknown Words" anchor chart.</p> <p>Link: Students continue to read, paying attention to how they figure out tricky vocabulary.</p>		
<p>Bend 1: Working with Text Complexity</p> <p>Session 7: Complex thinking about structure: from sentence level to text level</p>	<p>Good readers notice overall structure of text and how chunks of text are built together</p>	<p>Connections: Use any article from "Time for Kids" etc. to demonstrate all the text features. Explain that reading text like this means building something from all the fragments. Explain that when the text looks like it is all print, it might be a mosaic of pieces, and they must construct these pieces from fragments.</p> <p>Teaching and Active Engagement: Using chapter 8 of "When Lunch Fights Back", discuss the overall structure, coaching as readers discuss the text. Share what students noticed and what was hard, ask them to listen as you read a chunk aloud and name its overall structure. Debrief, adding a bullet to the anchor chart " Ways Complex Nonfiction Gets Hard". Set students up to study structure using Common Nonfiction text structure chart. Coach partnerships, debrief noting what students notice in transferable ways.</p> <p>Link: Have students continue reading, noticing anything interesting or unusual related to</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Post "Lense to Carry When Reading History" chart, use a chunk from "Lessons from the Deep" to examine people and relationships from the text</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p> <p>During: Chapter 8 "When Lunch Fights Back"</p>

		structure as they read.		
<p>Bend 1: Working with Text Complexity</p> <p>Session 8: Rising to the challenges of nonfiction</p>	<p>Good readers monitor their own comprehension, noticing when they are confused or stuck, and use strategies</p>	<p>Connections: Remind students of the journey they have taken into text complexity, and introduce students to a new level that will help them tackle the challenges. Distribute text complexity cards (in online resources), explain how tools can be used to self monitor comprehension.</p> <p>Teaching: Project level 6 from "Lessons of the Deep", model how you notice ways that the text gets complex and how you determine whether you can keep reading or need to turn to a strategy for support. Demonstrate how you use new tools to identify a complexity in the text and find a strategy that will help.</p> <p>Active Engagement: Set students up to continue reading, monitoring for their own comprehension, coach students to use tools to tackle tricky parts. Continue reading on in the text to help tackle tricky parts. Debrief suggesting students utilize other strategies if they suggest one doesn't fit.</p> <p>Link: Send students off to read, paying attention to when their comprehension is strong and when it breaks down.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students think about three things they'd like to research to learn more about and turn and tell a partner</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p>

<p>Bend 1: Working with Text Complexity</p> <p>Session 9: Summarizing as texts get harder</p>	<p>Good readers include main ideas, how main ideas relate, and details in nonfiction summaries</p>	<p>Connections: Explain a time when someone told a story using every single detail, explain that it becomes too much, and that summarizing is important. Suggesting that as a text becomes more complex, summarizing can become more complex.</p> <p>Teaching and Active Engagement: Project page 18 and 19 of "When Lunch Fights Back" channeling students to reread a text that the class will summarize today, asking them to look for multiple main ideas in the text and consider how they relate to each other. Coach and ask students for suggestions as they do the first part of the shared summary. Collect main ideas from students on chart paper, channel partnerships to identify the key supportive details the author uses to support the main ideas, drawing on previous work, sharing and writing in the air the summaries they come up with.</p> <p>Link: Release students to read, reminding them of the work they just did and how that can support their understanding.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Let students strengthen their summaries, then share with a partner</p>	<p>"When Lunch Fights Back: Wickedly Clever Animal Defenses"</p> <p>During: pg. 18 and 19 "When Lunch Fights Back"</p>
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p>	<p>Good readers think about how work done as researchers compares to reading in books</p>	<p>Connections: Explain a time you went for a walk in the woods, and how it reminded you of reading. Explain that you were actively taking in the world</p>	<p>-Leveled Text, independent reading books, post-its, reading</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of</p>

<p>Session 10: Learning from sources</p>		<p>around you, connect this to the work they constantly do as readers.</p> <p>Teaching and Active Engagement: Have students reflect on the work they did during primary research, and compare that to researching in nonfiction books, using notebooks for assistance. Have students share findings with the class (alternate between groups and whole class share).</p> <p>Link: Remind students to get a sense of their topic, noticing the main ideas, and to notice ways in which their primary research requires similar reading skills as when they read print texts.</p>	<p>log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: share research plan, and have students read through their own, deciding how to accomplish their plans</p>	<p>the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p>
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 11: Learning from primary research</p>	<p>Good readers use primary sources to determine main ideas significant to their topic</p>	<p>Connections: Gather students with reading notebooks on the rug, have them meet with their partner within the group and share progress they made on the research action plan they began yesterday</p> <p>Teaching: Demonstrate how to reread notes taken on primary research to discover patterns and determine main idea, sharing information from interviews. Chart ideas on an anchor chart.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students share with partners main ideas they have discovered, encouraging them to look for trends across the group</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p>

		<p>Active Engagement: Students reread primary research to discover patterns and identify main ideas significant to their topic, coaching students as they work, sharing student strategies and annotation.</p> <p>Link: Emphasize that as students research widely and learn more, they should alternate between conducting additional primary research and studying their research to identify patterns and determine main idea.</p>		
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 12: Coming to texts as experts</p>	<p>Good readers use their knowledge to read text differently</p>	<p>Connections: Explain the difference between approaching a topic as a novice and approaching a topic with knowledge of what's important. Share research from "How People Learn" to illustrate your point. Have students consider how they'll come to texts differently now that they are becoming experts on a topic. Turn and talk to highlight a few key ideas that were shared.</p> <p>Teaching: Explain that all the research students have done so far has led them to see more in text than they would have before. Model how your knowledge of main ideas from your initial research leads you to approach a text differently, seeing more in the text because you know what's important to pay attention to. (Refer back to chart from yesterday) read aloud from page 17 of "Alien</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Using anchor chart " Lenses to carry when reading scientific and technical terms" introduce new lenses readers carry when reading scientific and technical text, have students decide what type of text they are reading</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p> <p>During: pg. 17 "Alien Deep"</p>

		<p>Deep". Reread the passage, demonstrate how you think about how the information you just read fits with the main ideas for the class research topic.</p> <p>Active Engagement: Read on in "Aliens of the Deep", have students listen as experts, keeping the main idea in mind, noticing how knowledge on the topic allows them to see text differently.</p> <p>Link: Readers will reread their research notes, looking for additional main ideas that pop up across their notes, then move to their reading spots and get started reading.</p>		
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 13: Writing about reading in nonfiction</p>	<p>Good informational readers write to understand what they are learning</p>	<p>Connections: Talk to students about how their reader's notebooks show how much they've grown as readers since the first unit, but tell them they could be making better use of notebooks now, Read an excerpt of "Six Reading habits to develop in your first year at Harvard", informing students how this information could be helpful for students to consider.</p> <p>Teaching: Flip to page 38 in "When Lunch Fights Back", have students think along as you demonstrate how you might use writing about reading to better explain part of the class read</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Have students choose a powerful write about reading entry from their reader's notebook to share with the group</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p> <p>During: pg. 38 "When Lunch Fights Back"</p>

		<p>aloud to yourself. Deliberately model revising your thinking about how to use writing about reading (use charts pg. 123,124 manual). Recruit students to help revise writing about reading with main ideas in mind. Pause to review steps you want students to follow.</p> <p>Active Engagement: Set students up to think about what kind of writing about reading they could do about their text that would help them better explain information to themselves. Push students to share and talk about what they are trying with a partner (listen and coach). Debrief what you heard, emphasizing that these ways of writing about reading allow students to better understand what they wanted to explain,</p> <p>Link: Send students off to continue to read and research, reminding them to make use of notebooks as tools.</p>		
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 14: Lifting the level of questions (using</p>	<p>Good readers dig deep into a topic and ask questions at different levels</p>	<p>Connections: Introduce students to a new tool teachers use to analyze their questioning, and invite them to think about ways to use this tool (Webb's Depth of Knowledge") to strengthen research. Explain the characteristics of Webb's Depth of Knowledge, revealing a remade section of a chart. Give students an example of what a question at each level might look like (chart page</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in</p>

<p>DOK) to drive research forward</p>		<p>133 manual).</p> <p>Teaching: project pg. 25 "When Lunch Fights Back", demonstrate how you read a section of text, pushing yourself to ask question in different levels. Recruit students to think alongside you, generating their own questions as you read. Demonstrate asking questions at different levels, and weave in tips along the way to help students strengthen their questioning.</p> <p>Active Engagement: Students will practice using pg. 9 and 10 "Alien Deep", coach partners to ask questions at a variety of levels as they work collaboratively through the text. Debrief, naming the work of questioning across texts in a generalizable way.</p> <p>Link: Invite students to spy on themselves as they ask questions of the text, noticing which are ones they can answer quickly, and which are ones that require more research, to look across texts.</p>	<p>Share: Display chart " To pursue deep research questions", have students share questions they have had with groups</p>	<p>online resources)</p> <p>During: page 25 "When Lunch Fights Back"</p>
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p>	<p>Good readers piece together subtopics from books on similar topics and ask questions about how they fit together</p>	<p>Connections: Remind students of their initial research focuses, and ask them to revisit their notes and notice how much more sophisticated their knowledge of their topic is now, sharing with</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When</p>

<p>Session 15: Synthesizing across subtopics</p>		<p>their partner.</p> <p>Teaching: Display "To Synthesize Across Subtopics, Researchers.." chart. Tell students that synthesizing subtopics is a step-by-step process, and let them know you'll be going through those steps together. Show the chart with the steps. Share a snippet of an article "Hagfish Slime..."(online resources), demonstrate jotting in notebook (figure 15-1). Read aloud "Alien Deep" pg. 7, have students consider how the information they are learning in the new text could fit with what they read about the subtopic in the first text. Model doing what students will do when they read with subtopics in mind. Demonstrate how to reread the text, digging deeper to notice connections. (fig. 15-2)</p> <p>Active Engagement: Set students up to transfer the work of synthesizing across subtopics from the class topic to their individual inquiry topic. Remind students to follow the steps on the chart, coach readers and they work.</p> <p>Link:Remind students to read new texts with their subtopics in mind, considering how the information they learn fits with what they've already read and with the questions they have.</p>	<p>-Teacher Conferring (individual, small group)</p> <p>Share: Have students set goals, using the comparing and contrasting criteria in the Learning Progression,</p>	<p>Lunch Fights Back" and various digital texts on scientists (available in online resources)</p> <p>During: "Hagfish Slime" article</p> <p>"Alien Deep" pg. 7</p>
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<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 16: Writing about reading: from big ideas specifics</p>	<p>Good readers constantly shift from big to small ideas when they write about reading</p>	<p>Connections: Channel students to study their writing about reading work, noticing the qualities of their best work. Have students share those qualities with a partner while you listen in.</p> <p>Teaching and Active Engagement: Begin creating a chart that captures what students have shared and what you think, too. Highlight that good writing about reading contains specific, text-based details. Project student note (fig 16-1) during teaching. Set students up to reread their entries, noticing places where they included specific details, and to do some quick revision of places where their details aren't specific. Highlight good writing about reading also contains reader's big ideas and shows how the big ideas are connected to those details. (display stage 1 and 2 chart). Highlight the importance of writing with specific details and big ideas by sharing Roy Peter Clark's advice about writing up and down the ladder of abstraction (display).</p> <p>Link: Invite students to notice whether their writing about reading relies more on specific details or big ideas. Have them set a goal for how to strengthen their writing about reading.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Have students choose one entry where they have tried today's lesson. Have students read their classmate's writing, jotting observations about strategies classmates have learned</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p>
<p>Bend 2: Applying Knowledge about</p>	<p>Good readers compare and contrast works written on the</p>			

<p>Nonfiction Reading to Inquiry Projects</p> <p>Session 17: Comparing and contrasting what authors say (and how they say it)</p>	<p>same topic</p>	<p>Connections: Share a story with readers about a time you encountered two reactions to an event, and ask students to compare and contrast the two reactions. Connect this story to the work readers do to compare and contrast information taught across texts.</p> <p>Teaching and Active Engagement: Channel students to study one text on a subtopic. Involve students in thinking along with you as you read a section of the text and think aloud about the central ideas (use "When Lunch Fights Back" section). Set students up to study craft and structure decisions the author made, coach students as they study. Have students study a second text on the same topic, using the same process of determining what the author teaches and how the author structured and crafted information (use "Alien Deep" excerpt). Support students as they compare and contrast the two text, speculating about similarities and differences in the way they portray the topic. Display "Prompts to help Compare and Contrast" chart.</p> <p>Link: Students will generate a plan for the reading work they'll do today, and then put the plan into action.</p>	<p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students identify one subtopic they have been working on, decide if they can summarize. Display "Prompts to help you compare and contrast" chart and explain that summarizing various texts can become challenging when they contradict</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p> <p>During: pg. 38 "When Lunch Fights Back", 10 and 12 "Alien Deep"</p>
<p>Bend 2: Applying Knowledge about Nonfiction Reading</p>	<p>Good readers think about the perspective of an author and what she may want to</p>	<p>Connections: Use Rebecca Johnson's perspective in</p>	<p>-Leveled Text, independent</p>	<p>"Alien Deep: Revealing</p>

<p>to Inquiry Projects</p> <p>Session 18: Critically reading our texts, our topics, and our lives</p>	<p>persuade you to do</p>	<p>"When Lunch Fights Back" to explain the way authors communicate their perspective on a topic. Explain that it can be explicit, but it can be implicit.</p> <p>Teaching: Students will read and reread a section of a text alongside you, working to determine the author's perspective on her topic, use pg. 31 "When Lunch Fights Back." Demonstrate how you analyze the author's words and images to consider the author's perspective on a topic. Debrief, explaining how you dug deep into a section of the text and reread to notice the author's perspective.</p> <p>Active Engagement: Students will study a section of a text on their topic, reading and rereading that section to determine the author's perspective.</p> <p>Link: Explain that it pays off to think about how the author might sway you to think and feel a certain way about a topic.</p>	<p>reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Use "To determine your perspective, ask" chart, have students decide what their perspective is on the topic they have been studying.</p>	<p>the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p> <p>During: pg. 31 "When Lunch Fights Back"</p>
<p>Bend 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 19: Living</p>	<p>Good readers use research to think differently about a topic</p>	<p>Connections: Share observations about student's growth as readers, and ask them to reflect with a partner on specific ways they have grown across the unit. Have students view themselves as part of a community of researchers.</p>	<p>Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p>	<p>"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" , "When Lunch Fights Back" and various digital texts on scientists (available in online resources)</p>

<p>differently because of research</p>		<p>Teaching: Have students prepare to travel around the school to present their unique perspective on research. Model deciding how you want to contribute to the grand conversation about specific topics of research. Have students turn and talk, deciding what work you have just done as a reader.</p> <p>Active Engagement: Introduce students to their audience, and have students reread their notes and determine what contributions they'd like to make to the grand conversation on their topic.</p> <p>Link: Send students off with a sense of urgency, let them know they only have a short amount of time to create teaching plans and rehearse.</p>	<p>Share: Explain that all the research students do should change the way they live and encourage them to take action, citing examples from your own life, for students.</p>	
	<p>End with a Post-Assessment- See page 2 Unit 1: Utilize online resources</p> <p><a href="http://www.heinemann.com">www.heinemann.com</a></p>			

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

LA.5.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.

SOC.5-8.1.3.1

Compare and contrast differing interpretations of current and historical events.

LA.5.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.5.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
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.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.E	Students apply digital tools to gather, evaluate, and use information.
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.5.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.5.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.5.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.5.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.5.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.5.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.5.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.5.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.5.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.5.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.5.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.5.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
LA.5.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.5.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.5.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.5.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.

## Unit 2 Assessment

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- Pre-assessment

- F and P testing
- MAP scores
- Notebook checks
- Reading Logs
- Post-it notes
- Write about Reading
- Student learning progression rubric
- Reading goals sheets
- Self- monitored reading data graphs
- Post-assessment

## **Modifications**

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-If..Then Curriculum

-Modified rubrics

-Oral and written directions

-leveled reading groups

-Intervention groups

-Graphic organizers

-Anchor charts/ note pages

-Leveled text

-Extended time/ length of assessment

## **Resources**

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Content Area Leveled Libraries

Fiction Leveled Libraries

Non Fiction Leveled Libraries

Unit of Study Trade Pack: Grade 5 Read Alouds:

-"The Amazing Octopus" article

-"When Lunch Fights Back:Wickedly Clever Animal Defenses"

-"Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean"

Recommended:

-Various texts on the inquiry topic: Scientists at Work

-"Extreme Laboratories" by: Ann Squire

-various articles based on student interest

