

Curricular Plan for Reading Workshop

Grade 5

Unit 3: Nonfiction Reading

Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction

Students should understand and be able to:

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| <ul style="list-style-type: none">• Differentiate between expository and narrative nonfiction text structures• Determine important details | <ul style="list-style-type: none">• Finding main ideas and supportive details• Summarize and synthesize• Read to learn |
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Mentor Texts

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| <ul style="list-style-type: none">• TCRWP has a leveled bibliography with a large selection of expository texts• Time for Kids | <ul style="list-style-type: none">• Bugwise and Frogs and Toads• Choose texts that are lively, accessible, and include text features |
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Possible Teaching Points

Part One: Determining Importance and Synthesizing in Expository Nonfiction
(RI5.1, RI5.2, RI5.3, RI5.4, RI5.5, RI5.7, RI5.9, SL5.1, SL5.1a, SL5.1b, SL5.1c, SL5.1d, L5.6)

- Nonfiction readers read with energy and power. They 'rev up' their minds for reading. We can do this by:
 - Previewing the 'lay of the land.'
 - Asking, *how is this organized? What are the different parts?*
 - Studying the physical layout of the whole text
 - Paying close attention to expository text features.
 - Titles and subtitles
 - Table of contents, diagrams, charts, graphic organizers, photos, and captions
 - Activating prior knowledge of the topic by thinking, *What do I already know about the topic?*
- Nonfiction readers look for structure within a nonfiction text. They notice that expository nonfiction has a central idea followed by supporting evidence.
 - Chunk a text and say back the information
 - Boxes and bullets: identifying the main idea and the supporting details
 - Ask, *What is the one big thing that this text is teaching and how do all the other details connect with this?*

- Nonfiction readers notice as they read on whether the next part of the text holds a new idea, with supporting information, or whether it adds more information about an idea that was already introduced. We can do this by:
 - Reading with stamina and pace just as we do with fiction.
 - Moving on to gather as much information as possible.
 - Asking, *How does this all fit together?*
- Nonfiction readers notice that the topic sentence is often the first or last sentence—but not always, it could be a “pop-out” sentence.
 - Read the first sentence of the paragraph and ask, *What is this saying?*
 - Read on, sentence by sentence, asking, *How does this fit with what has been said so far?*
 - Take what you have read so far and say what you learned in one short statement.
 - Use boxes and bullets structure.
- Nonfiction readers break expository texts down into chunks. We can do this by:
 - Fishing out what is really important and holding on to the main idea
 - Saying at the end of the chunk, *This part teaches me...*
- Nonfiction readers can move from finding the main idea of a paragraph to figuring out the overarching idea of a multi-paragraph text by:
 - Noticing, as they read from one paragraph to another, whether the two paragraphs build on the main idea or the second paragraph begins a new idea.
 - Being alert and noticing when there is a transition to another idea.
- Nonfiction readers “read for the gist.” This can be done by,
 - Providing a comment to the key content
 - Summarizing texts in conversations
- Nonfiction readers become experts on a topic and teach others about what they have learned. We can do this by:
 - Preparing for partner talk by rehearsing *how* we will explain important information.
 - Point out details in text pictures, diagrams, charts,
 - Link previous learning to new information that they come across
 - Use an explaining voice
 - Add gestures to your explanations and use your voice to emphasize what’s important
 - Act out what you learned and invite partners to join
 - Pointing out the main idea and supporting details
- Nonfiction readers have conversations with their partners to show off their thinking. We can do this by:
 - Coming up with the big idea of the text and talking back to that idea.
 - Using conversational thought prompts.
 - But I wonder...

- I used to think that but now I am realizing...
- Did you notice that...?
- Isn't it weird how...?
- Nonfiction readers think of themselves as teachers and topic experts. We use content-specific words in real context.
- Nonfiction readers “read” illustrative parts of the text. We do this by looking closely at the visual features of the text for more clues and explanations of difficult words or concepts introduced in the text.

Part Two: Navigating Narrative and Hybrid Nonfiction Texts

RI5.1, RI5.2, RI5.3, RI5.4, RI5.5, RI5.7, RI5.9, SL5.1, SL5.1a, SL5.1b, SL5.1c, SL5.1d, L5.6

- Readers differentiate between nonfiction texts that are true stories (narrative nonfiction) and all-about nonfiction texts (little courses on a topic). They read these texts differently.
- Readers draw on what they know when reading narrative nonfiction just as they do when reading narrative fiction. A story is a story! We can do this by:
 - Accessing prior knowledge
 - Using what we know about story structures
 - Paying attention to characters and stretching out idea of ‘character’ to include groups of people (Pilgrims) and things (a colony of meerkats).
- Readers read for more than just character development and plot; we read for information and ideas. We can do this by:
 - Accessing our understanding of narrative structures
 - Summarizing nonfiction information and ideas
 - Expecting that the nonfiction book will teach something new
- Readers develop generalizations about the famous characters or groups of characters they meet in nonfiction texts and how their traits led to the character’s ability to overcome difficult times and to the achievements they have made.
- Nonfiction readers understand that narrative nonfiction contains not only facts but also underlying ideas—and that it is the role of the reader to seek those ideas.
- Nonfiction readers determine what matters most in a story and which details to pay most attention to. We can do this by looking at the theme to see if the story follows a predictable pattern.
- Nonfiction readers keep track of ideas.
 - Use boxes-and-bullets structure
 - Jot down on Post-it notes as you read
 - Talk to a partner, teaching them what you learned about a topic

- Nonfiction readers notice that narrative nonfiction tells a story that teaches both information and ideas.
 - Look for what is explicitly described by the author.
 - Infer what lesson you can learn.
- Nonfiction readers don't just retell, they infer. We do this by:
 - Using sentence starters, *This text is mostly about...and the big new thing it teaches me is...* or *And the big way this adds to what I already knew about this subject is...*
- Nonfiction readers use what they learn from expository texts and narrative texts when tackling a text that includes both.
 - Treat these texts like photographs and quotes. Ask, *What is this story teaching me? How does it fit with what I have been learning?*
 - Synthesize all the information on a page or in a section by determining how all the parts of the text fit together.
 - Stop at the end of the text and reflect on what you learned.
 - Answering these questions: *What do I know now that I didn't know before reading this book/text? How is my thinking different from reading this?*
- Nonfiction readers don't know what every single word in the text means. They work hard to figure out what the tricky words means by
 - Creating a picture in their mind of what's going on in that part of the story and to think about what would make sense.

Helpful Tips

- You will need to decide whether you want to start the unit with expository or narrative nonfiction
- Before the launch of this unit you will need to evaluate your classroom library and consider how to expand it. Do you have enough texts to keep your students "in books" for the duration of the unit?
- When looking at various levels of nonfiction books, be aware that they can be deceptive due to the pictures and photos.
- Keep in mind that the majority of your students may need to read expository texts that are a bit easier than the fiction books they usually read.
- You will want to gather multiple texts on a few subjects so students have access to more than one book about a topic. Make sure there are plenty that include headings and subheadings
- Reserve a time every day for students to continue reading their just-right chapter books and novels of fiction, using and practicing what they have already been taught. They should be reading the correct number of books each week according to their level.
- For the start of the unit, choose expository texts that have a clear infrastructure and even have multiple copies so they can begin same-text partnership work. This provides effective scaffolding.
- Scaffold so that students actually do the work of determining main ideas.
- Student engagement is something to be on the "look out" for!
- Alert readers to decoding strategies as well as teach them to recognize unlikely, inanimate protagonists within their narratives so they counter comprehension hurdles.
- You may want to give readers an opportunity to sort books into expository and narrative so they practice recognizing the different

structures of these texts.

- Strategies and important notes about your Read Aloud:
 - It is important to read a variety of nonfiction texts so you can provide modeling and opportunities for synthesis, making connections, and activating prior knowledge.
 - Your read aloud should mirror the work you want your students to do in this unit
 - Readers assess a text, make a plan to read it, and begin chunking it and moving across the pages/sections
 - Demonstrate how to learn new words from context clues, glossaries, word attack strategies
 - Summarize a text in boxes and bullets
 - Use an organized chart to show synthesis and retell as main ideas and supporting details
 - Provide scaffolding and student engagement (turn-and-talk, stop-and-jot, stop-and-sketch).
 - Your voice and intonation is an important part of your read aloud.
 - Incorporate a word bank.
 - Model, model, model!

Common Core State Standards

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

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.

RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

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.

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

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.

SL.5.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.