

Curricular Plan for Reading Workshop

Grade 5

Unit 4: Nonfiction Research Projects

Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses

Students should understand and be able to:

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| <ul style="list-style-type: none">• To evaluate and compare resources• Construct in-depth, critical understandings of research topics• Compare author’s claims and the validity of those claims | <ul style="list-style-type: none">• Make connections, drawing conclusions and forming opinions across texts• Read across nonfiction texts and analyze for meaning, craft and perspective |
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Mentor Texts

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| <ul style="list-style-type: none">• NF Text sets• Variety of nonfiction trade books, journals, | <ul style="list-style-type: none">• Have students bring in texts• www.PBS.org, www.Scholastic.com |
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Possible Teaching Points

Part One: Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6)

- 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.
- 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
- 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 teach from 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.
- 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

- 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...
- 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...
 - 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.
- 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.
- 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?*
- 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.
- 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.
- 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.

Part Two: Critiquing Texts with Analytical Lenses and Sharing Our Research
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6)

- 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
- 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?
- 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...
- Nonfiction readers identify *how* an author caused certain feelings or responses by paying attention to images, stories, and information he/she chose to include.
- 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.
- Passionate readers go on—they do more!
 - Research websites and libraries
 - Visit museums
 - Talk to experts
 - Look inside and outside of books to pursue interests and seek knowledge
- Readers celebrate their work by:
 - Teaching others about the subject.
 - Creating a presentation.
 - Carrying the message with them in their everyday lives.

Helpful Tips

- You will build on the essential nonfiction comprehension reading skills you taught in the prior unit. You will add new work that teaches students to compare and contrast texts, analyze claims and arguments, investigate author’s point of view, critique and research.
- Students need to read more than one text on a subject. Since they are to become experts they need to gather and analyze the information rather than just summarize.
- Since this is the second unit on nonfiction, students should be ready to move up a level.
- Gather two or three short books and an article or two for the shared topic that you will use to demonstrate your lessons and do read-alouds.
- You may also want to include primary resources to share with your students as well, such as photographs, videos, or interviews.
- Pay attention to which students could work together well.
- Remind students to use their toolbox of comprehension strategies they already know throughout this unit.
- You will know that your students are ready for this unit if they can navigate a nonfiction text on their level with some ease, using the text features, jotting, turning to talk with a partner, etc.
- Make sure to look at students’ Post-itnotes because they will serve as an assessment and help to guide your instruction.
- Maintain reading volume.
- Keep independent fiction reading going throughout the unit.
- Keep an eye on student engagement.

Common Core State Standards

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.5.1 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 tow 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.

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.