Curricular Plan for Reading Workshop
Grade 5
Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas

Students should understand and be able to:

- Employ strategies to read science and social studies texts effectively
- Utilize note taking strategies
- Consider various viewpoints

- Read multiple texts and gain rich background knowledge in new subjects
- Take charge of their own research by developing questions and seeking the answers

Mentor Texts

- Variety of texts at different levels so all students can read texts they understand and read more than one text on a subject
- Excerpts of films, documentaries, videos, audio clips
- Create a dramatic reenactment
- online resources, such as PBS.org, Metropolitan Museum, the Art Institute of Chicago,

- Virtual tours, photographs
- Weekly Reader
- Time for Kids
- National Geographic for Kids

Possible Teaching Points

Part One: Forming a Research Community and Reading to Build Rich Background Knowledge
(RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.5, RI.5.6, RI.5.8, RI.5.9, L.5.6)

- Researchers read quickly, trying to get a broad overview of the time period— historical places, people, conflicts and vocabulary that are important to that time. We can use tools to help us such as:
  - A map
  - Timeline
  - Word chart for words related to the study
- Researchers use Post-it notes to mark information that might be important, then they go on and read more. We can do this by:
  - Reading silently
  - Pausing briefly to summarize
  - Going on, scribbling quickly
  - Saving big conversations until you have read lots of pages
- Researchers pay attention to specific aspects of the subject. They break apart a big topic into smaller, more specialized/manageable subtopics and study them. Example: Slavery is a whole class topic. A specialized subtopics would be Harriet Tubman's silent leadership, the south's point of view, etc

- Researchers keep up with their reading strategies such as jotting down notes to help keep up with names and vocabulary words that are repeated, dates that begin a chapter, etc.

Part Two: Becoming Specialists and Reading as Researchers—Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.5, RI.5.6, RI.5.8, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.6)

- Researchers take hold and guide their reading and research process. We can do this by:
  - Continually generating and refining questions as we read.
  - Collecting more information about our subtopics.
  - Noting patterns and categories that emerge.
- Researchers don't just ask surface level, definition questions. They dig deeper by asking,
  - Why does this matter?
  - What difference does this make?
  - What parts are most important to explore?
- Researchers use essential questions to guide their research as they return to their books.
  - What was daily life like during this time?
  - What systems of government were there?
  - Why did big conflicts arise and what can we learn from them?
  - How did people resolve their grand conflicts?
  - What is the legacy of the events of this period on people's lives since then?
  - What does "freedom" really mean?
- Researchers look across several possible explanations or answers to their questions to see what big idea or theme connects these possible explanations together. They ask,
  - What patterns do I see in my proposed answers?
  - What more does this tell me about the big ideas and themes of the topic of my study?
- When researchers learn something new they think about the categories the information fits into. We can do this by:
  - Thinking about the whole topic and the smaller parts within the topic.
- Researchers recognize the powerful tool of signal words—*all, most, few, but*. These words almost always indicate important information for readers.

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Part Three: Connecting the Past with the Present-Exploring View and Perspective of Texts When Forming Ideas and Theories
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.5, RI.5.6, RI.5.8, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, L.5.6)

- Readers understand that all texts have a perspective or point of view that the text represents. Opposing perspectives allow the reader to see a different side of the story. Questions that help us access this concept include:
  o Whose voice is heard?
  o Whose voice is not heard?
  o Which people are represented most in this text?
  o Which people are left out most often in this text?
  o Which side of the story do you hear more about?
  o Which sides of the story are you left wondering about?
- Readers don't ponder just the information presented in multiple texts but also the feelings that are instilled by the stories and images they encounter. We can do this by:
  o Reading between the lines, tracking the feelings these stories instill in us as readers.
  o Stepping back from our reading and notes and asking, *How am I left feeling about this person/topic? Am I left with an extremely positive or negative feeling? Do I suspect that I'm missing a part of the picture?*
  o Comparing the newly read text to ones we have already read and asking, *What new information does each text offer? What new perspectives are included? Does any group of people continue to be left out or not represented?*
- Readers make connections between the past and present—history repeats itself. We can make connections by:
  o Reflecting on previous time periods, examining how patterns emerge (especially point of view).
  o Looking for bigger ideas that people struggle with across multiple time periods—power, representation, justice, discrimination, fairness, etc.
  o Creating an idea-based timeline that shows how ideas have changed or repeated over time.

Part Four: Building and Presenting Knowledge to Others
Teaching Others with New Knowledge Gained
(RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.5, RI.5.6, RI.5.8, RI.5.9, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, L.5.6)

- Researchers take opportunities to use everything they know about reading and writing to stir up feelings, as well as inform, as they share the parts of history they find most compelling. Some presentations may include:
  o Debates
  o Symposiums
  o Acting out scenes
  o Narration

Helpful tips

- This unit assumes that you can gather a variety of texts at different levels so all students can read texts they understand and read more than one text on a subject.
- You may choose a variety of strategies to deal with difficult texts.
- It is very important to get students excited about this unit!
- Students will work in groups and prepare final presentations that include published books, writing and filming a newscast, acting and filming a historical event, creating a multimedia photo story, etc.
- The first part of the unit is designed to move fast, moving students from whole (big topic) to part (subtopic).
- You will first research as a class working on the same project, establishing common knowledge and then helping kids specialize as they break into teams to cover a specific aspect of the topic.
- After each read aloud, add to the learning tools that are posted in your room. Kids will stop and jot as you read. Model making connections between what you are studying and what you have previously studied. Emphasize that new information you are collecting is adding to the knowledge that you already have.
- At the end of Unit 1, teachers set up teaching roundtables. This is where students teach/learn from one another (teachers choose best way to organize this roundtable). This is a time to fuel knowledge and inquiry.
- This is not a writing unit. It is about getting a lot of reading done and using talk and presentation as the major way to internalize and learn the content.
- Build a chart of some essential questions such as:
  - What was daily life like during this time?
  - What systems of government were there?
  - Why did big conflicts arise and what can we learn from them?
  - How did people resolve their grand conflicts?
  - What is the legacy of the events of this period on people's lives since then?
  - What does "freedom" really mean?
- The content are writing unit that parallels this unit includes detailed plans and ideas for how students can use writing to reflect, synthesize, and teach the new content being learned.

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 topics or subject area. RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	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 points. 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.