

Grade 5 Planning Unit: Nonfiction Reading

Book: Tackling Complexity: Moving Up Levels of Nonfiction (Book 2) Dates: October-December

Week 1	<p>Pre-Assessment:</p> <p>How to start: Give the performance assessment for unit 2. Have the students read "Roars, Snorts and...Infrasounds?" article and "Hurricane Hunters: Scientists Flying Right into the Storm" article. Hand out the 4 questions that correlate to the assessment and the focus skills of the unit. *Get assessments back quickly to help set reading goals. *Students will also self-assess after session 2.</p> <p>Unit Focus:</p> <ul style="list-style-type: none"> - main idea(s) and supporting details/summary - analyzing author's craft - inferring within text/cohesion - comparing and contrasting 	<p><u>Bend 1- Working with Text Complexity</u></p> <p>Session 1: The More You Know, the More You See</p> <p>Teaching Point: I can approach texts with my knowledge of genre in mind, knowing the things that are apt to be important.</p> <p>Skill: determining importance</p> <p>Activities: -</p> <p>Resources Needed:</p> <p>Reading Before:</p> <p>Reading During:</p>	<p>Session 2: Orienting to More Complex Texts</p> <p>Teaching Point: I can orient myself to complex nonfiction texts and then hold my initial ideas loosely as I read forward, remaining open to revision as I encounter new information.</p> <p>Skill: determining importance</p> <p>Resources Needed:</p>	<p>A Day for Assessment:</p> <p>How to start: Review the pre-assessment with students. Show students exemplars (online resource) and explain how to self score. Students will then self score their assessment.</p> <p>Skill: self-assess</p> <p>Resources Needed: Student exemplars, rubric (online)</p>	<p>A Day for Assessment:</p> <p>Continued from yesterday - Today you will conference with students. Show them their self scores and your scoring. Explain scoring and areas of focus.</p> <p>Skill: self-assess</p>
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Week 2	<p>Session 3: Uncovering What Makes a Main Idea Complex</p> <p>Teaching Point: I can build inquiry to determine how complex nonfiction gets challenging when it comes to determining the main idea.</p> <p>Skill: main idea</p> <p>Resources Needed:</p>	<p>Session 4: Strategies for Determining Implicit Main Ideas</p> <p>Teaching Point: I can use specific strategies that readers use when they encounter texts that teach main ideas explicitly.</p> <p>Skill: main idea</p> <p>Resources Needed:</p>	<p>Session 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts</p> <p>Teaching Point: I can rely on a host of strategies to help me make sense of the increasingly complex vocabulary used by authors of nonfiction texts.</p> <p>Skill: vocabulary</p> <p>Resources Needed:</p>	<p>Session 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary</p> <p>Teaching Point: I can use word morphology to tackle tricky vocabulary.</p> <p>Skill: vocabulary</p> <p>Resources Needed:</p>	<p>Session 7: Complex Thinking about Structure: From Sentence Level to Text Level</p> <p>Teaching Point: I can study and consider the structure of texts as many levels. I can think about how texts are built at the smallest level - the sentence level - to how part of a text is built to a how the entire text is built.</p> <p>Skill: text structure</p> <p>Resources Needed:</p>
Week 3	<p>Session 8: Rising to the Challenges of Nonfiction</p> <p>Teaching Point: I can monitor my own comprehension, and when I notice my comprehension breaking down, I rely on a toolkit of strategies to help get myself unstuck.</p> <p>Skill: monitoring comprehension</p> <p>Resources Needed:</p>	<p>Session 9: Summarizing as Texts Get Harder</p> <p>Teaching Point: I can summarize complex texts, drawing on previous learning about main idea to lift the level of my summary.</p> <p>Skill: summarizing</p> <p>Resources Needed:</p>	<p><u>Bend 2- Applying Knowledge About Nonfiction Reading to Inquiry Projects</u></p> <p>Session 10: Learning from Sources</p> <p>Teaching Point: I can learn that researchers can learn from a variety of sources - videos, observations, interviews, and even field trips - using the same reading</p>	<p>Session 11: Learning from Primary Research</p> <p>Teaching Point: I can learn that researchers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas.</p> <p>Skill: research</p>	<p>Session 12: Coming to Texts as Experts</p> <p>Teaching Point: I can approach texts differently after having done some primary research on a topic. I know what's important to know about my topic, which leads me to see patterns not noticed by novice readers.</p> <p>Skill: research</p>

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			<p>skills to make meaning from them that they do when they read their print nonfiction texts.</p> <p>Skill: research</p> <p>Resources Needed:</p>	Resources Needed:	Resources Needed:
Week 4	<p>Session 13: Writing about Reading in Nonfiction</p> <p>Teaching Point: As an informational reader, I can write to understand what I am learning as I read. Specifically, I can angle my writing so that it better explains the information.</p> <p>Skill: writing about reading</p> <p>Resources Needed:</p>	<p>Session 14: Lifting the Level of Questions (Using DOK) to Drive Research Forward</p> <p>Teaching Point: As a researcher, I can ask questions at different levels - from basic comprehension questions to those requiring in-depth exploration. I question the text I'm reading, the topic I'm studying, and my own agenda.</p> <p>Skill: questioning</p> <p>Resources Needed:</p>	<p>Session 15: Synthesizing across Subtopics</p> <p>Teaching Point: I can synthesize information across subtopics, both within a single text and across text. I can explain how parts of the text work together and determine why one part of the text is important to the rest of the text or the rest of the topic.</p> <p>Skill: synthesizing</p> <p>Resources Needed:</p>	<p>Session 16: Writing about Reading: From Big Ideas to Specifics</p> <p>Teaching Point: I can learn that the best writing about reading moves back and forth from specific details to big ideas. I can see that I need both ideas and details to develop strong thinking and identify what they really want to say about my topic.</p> <p>Skill: ideas/detail</p> <p>Resources Needed:</p>	<p>Session 17: Comparing and Contrasting What Authors Say (and How They Say It)</p> <p>Teaching Point: As a researcher, I can read across subtopics, pay particular attention to how authors portray topics in similar and different ways. I can compare and contrast the central ideas authors teach, and examine how authors teach those central ideas.</p> <p>Skill: compare/contrast</p> <p>Resources Needed:</p>

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Week 5	<p>Session 18: Critically Reading Our Texts, Our Topics, and Our Lives</p> <p>Teaching Point: I can pay attention to an author's perspective and how the author might be swaying readers to think, even when the author's perspective is not explicit. I can also consider the trustworthiness of sources and develop my own perspective.</p> <p>Skill: perspective/point of view</p> <p>Resources Needed:</p>	<p>Session 19: Living Differently Because of Research</p> <p>Teaching Point: I can study topics deeply and allow the research I've done to change the way I think and feel about my research topic. I can live differently because of this research, planning and taking action.</p> <p>Skill: perspective/point of view</p> <p>Resources Needed:</p>	<p>Post-Assessment:</p> <p>How to start: Give the performance assessment for unit 2. Students will read "It's No Walk in the Park: The Tough Climb Up Mount Everest" article and read "The Race to the Top of Mount Everest" article. Hand out the 4 questions that correlate to the assessment and the focus skills of the unit.</p>		
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Mentor Texts: When Lunch Fights Back: Wickedly Clever Animal Defenses by: Rebecca Johnson
Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean by: Bradley Hague