

Authors: Carker, Lindstrom, Nylander

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Six Weeks Period: 4th

Grade Level & Course: 5th
ELAR

Timeline: 15 Days

Lesson 1

Unit Title: Unit 04: Exploring and Crafting Informational Text Through Inquiry

**Stated Objectives:
TEK # and SE**

5.1D, 5.2A, 5.2A.i, 5.2A.iv, 5.2B, 5.2B.ii, 5.2B.v, 5.2B.vi, 5.3C, 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.7B, 5.7C, 5.7D, 5.7E, 5.7G, 5.9D, 5.9D.i, 5.9D.ii, 5.9D.iii, 5.9F, 5.10A, 5.10B, 5.10C, 5.10F, 5.11A, 5.11B, 5.11B.i, 5.11B.ii, 5.11C, 5.11D, 5.11D.x, 5.11D.xi, 5.11E, 5.12B, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13H

Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum

Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum

Student Expectations (TEKS) in black: Not identified by TEA as part of the assessed curriculum

See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings

Introduction

This unit bundles student expectations that address analyzing and writing informational texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest.

Prior to this Unit

In Units 03A and 03B, students focused on analyzing and composing works of fiction. Prior to that, students engaged in analysis and application of the author's craft, including examining the author's purpose, text structure, and language choices. Students used the writing process to craft an original piece with an emphasis on purpose, message, audience, organization, and word choice.

During this Unit

In Reading, students read and interact with a variety of informational texts, including multimodal and digital texts. Students analyze the author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of this genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension

	<p>process. Students apply their knowledge of informational texts as they conduct brief research regarding an informational topic. Students engage in the research process by reading a variety of digital and print sources to gather and synthesize information about a specific topic.</p> <p>In Writing, students utilize the writing process to compose an informational composition that conveys ideas and information about a particular topic. Students focus on developing a clear central idea and using details, examples, and facts that support the central idea. Students use transitions to enhance the flow of the piece and choose precise language and vocabulary to inform or explain. Students edit for correct spelling and for the proper use of italics and underlining for titles and emphasis as well as other previously learned conventions.</p> <p>In Word Study, students continue to study morphemic elements to determine the meaning of words. Students use multiple strategies such as syllabication to decode and spell words with prefixes and suffixes. Students also continue to explore how consonants can change when adding suffixes focusing on /k/ to /sh/ as in <i>music</i> to <i>musician</i>, /d/ to /sh/ as in <i>comprehend</i> to <i>comprehension</i>, and /d/ to /zh/ as in <i>explode</i> to <i>explosion</i>.</p> <p>In Collaboration, students work together to develop a plan of shared responsibilities to create and follow a research plan. They continue to participate in group discussions, considering other group members' ideas and perspectives.</p>
<p>Misconceptions</p>	<p>Students may think that informational texts must follow a 5-paragraph formula rather than understanding that authors of informational text carefully choose their organizational structure based on their purpose, message, and audience.</p> <p>Students may think that voice is only for literary writing; however, voice and language choices are also important to informational writing.</p> <p>Students may think that text features are irrelevant (they often skip over them) rather than understanding that they are an important part of informational text and can help clarify and provide additional information about a topic.</p>
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> ● Affix — a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning ● Audience — the intended target group for a message, regardless of the medium ● Author's craft — intentional and deliberate use of organizational patterns, text and graphic features, sentence structures, devices, and language to create an effective written work; author's craft may vary by genre ● Author's purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work ● Central idea — the main point of a piece of writing ● Digital text — an electronic text read or heard on a computer or other electronic device that may include images, sound, video, and other multimodal interactive and embedded elements ● Graphic feature — picture or other image within a text ● Informational text — a text that presents information in order to explain, clarify, and/or educate ● Inquiry — an act of searching for information or knowledge about a particular subject or topic

	<ul style="list-style-type: none"> ● Key idea — important ideas throughout a work that support the central message, theme, tone, etc. ● Morpheme — the smallest part of a word that has meaning and cannot be divided into smaller parts ● Multimodal text — the strategic integration of two or more modes of communication to create meaning, including written and spoken texts, images, gestures, music, digital texts and media, and live performances ● Organizational pattern — the pattern an author constructs as he organizes his or her ideas and provides supporting details ● Paraphrase — restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation. ● Prefix — one or more letters placed before a root or base word that changes the meaning of the word ● Root — the basic form of a word without any affixes ● Suffix — one or more letters placed after a root or base word that changes the meaning of a word ● Summarize — to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source. ● Text structure — the way or pattern in which an author organizes ideas within a text ● Text/print feature — any characteristic of the text outside the main body of the text that helps convey meaning <p>Related Vocabulary:</p> <ul style="list-style-type: none"> ● Close reading ● Relevant ● Source ● Writing Process 	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1 Monday	<u>No School</u>	
Day 2 Tuesday	<u>No School</u>	
Day 3 Wednesday	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus- Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p>	

	<p>Review non-fiction text features. Text Features Flocabulary</p> <p>Show the Text Features PowerPoint and discuss examples.</p> <p>HMH Anchor Chart 16: Text and Graphic Features HMH Anchor Chart 20: Text and Graphic Features</p> <p><u>Independent/Small Group Instruction:</u> Students will glue in their anchor charts into their Reading journal</p> <p><u>Wrap-Up/Exit Ticket:</u> Students share out one text feature that is new information to them or maybe one that was unfamiliar and discuss.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dvii Possessive Pronouns</p> <p>Possessive Pronouns TE Page W239 Display and Engage Weekly Printables</p> <p><u>Whole Group:</u> Discuss the writing process with students. Brainstorm ideas for writing about what they did over their Christmas Break. Model with students a list of possible ideas to consider.</p> <p><u>Independent/Small Group:</u> Students write 5-8 sentences to open their paragraph about their activity they chose.</p> <p><u>Wrap-Up:</u> Share your ideas and first sentences with a partner.</p>	
<p>Day 4 Thursday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> As a group, complete non fiction task cards 1-4 together. Discuss pictures and answer choices.</p> <p><u>Independent/Small Group Instruction:</u></p>	

	<p>In partners or small groups, complete task cards 5-24. Students can use their anchor charts that they glued into their journal yesterday if needed to complete this task.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over cards 5-24 together as a group to see how the students did and review any misconceptions.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dx Review Commas and Semicolons</p> <p>Review Commas and Semicolons TE Page W326 Display and Engage Review Printables</p> <p><u>Whole Group:</u> Explain to students that they should have their first paragraph as a draft and should have shared it with a partner yesterday.</p> <p><u>Independent/Small Group:</u> Students work to complete another 5-8 sentences about their activity during break.</p> <p><u>Wrap-Up:</u> Share the rest of your sentences with a partner.</p>	
<p>Day 5 Friday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> As a group, play the I Have Who Has text feature game.</p> <p><u>Independent/Small Group Instruction:</u> Complete the non fiction text feature quiz</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over the answers with the students and discuss</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dvii Connect to Writing: Using Indefinite, Possessive, and Interrogative Pronouns</p> <p>Connect to Writing: Using Indefinite, Possessive, and Interrogative Pronouns TE Page W242</p>	

[Display and Engage](#)

Whole Group:

Explain that adjectives can be added to describe an experience using sensory, imagery or figurative language. The reader should have a picture in their mind.

Independent/Small Group:

Students will be working to add details to their 2 paragraphs. Focusing on adding adjectives to “fatten” the story.

Wrap-Up:

Students trade papers with another partner to read their writings.

Day 6
Monday

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)

READING WORKSHOP (30-40min.)

Whole Group Instruction:

Review informational text with the anchor chart

[Anchor Chart 54: Informational Text](#)

Review paired passage procedure (ex: Read first passage and do the questions before reading the second passage.)

Read [Keeping Cool](#) (released 2019 STAAR nonfiction paired passage)

- Analyze passage together
- Annotate together
- label ALL text features
- Go through genre tree (author's purpose, text structure, summary, point of view)
- Answer questions together showing TEXT EVIDENCE for **questions 7-10**

Wrap-Up/Exit Ticket:

Students will place the paired passage in their folder (or teacher collect) to complete tomorrow.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Titles in Italics

[Titles in Italics TE Page](#) W318

[Display and Engage](#)

[Weekly Printables](#)

Whole Group:

Review the writing process with students as you write the following steps on the board or on chart paper for display in the classroom.

Prewriting: choose a topic and organize your ideas

Drafting: write your ideas down

Revising: make improvements to the ideas, organization, and style of your writing

Editing: correct errors in grammar, spelling, and punctuation

Publishing/Sharing: share your completed work with others

Point out that writers may need to return to earlier steps throughout the process as they work to develop their ideas.

- Encourage students' questions and answer all those that may arise. Remind students that in this module they will be writing an expository essay.

Explain that an expository essay is a kind of informational text. Show [Anchor Chart W8: Elements of Informational Text](#) and read the points with students. Point out that informational text is nonfiction—it tells about real people, places, things, processes, and ideas.

Give students an example of a type of informational text, such as a newspaper article, and ask them to suggest other types as you write them on the board. (Sample answers: textbook, biography, encyclopedia entry, informational website, how-to manual, etc.)

Explain that an expository essay is a short form of informational writing that gives information on a single, focused topic.

Day 7
Tuesday

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)

READING WORKSHOP (30-40min.)

Whole Group Instruction:

As a group, look over the story [Keeping Cool](#) and review how you analyzed the story together.

Independent/Small Group Instruction:

Students will read and analyze Spongers **independently**. Be sure they have included all annotations, labeled text features, etc.
Students will answer questions 11-14 and questions 15-18 that compare and contrast the two stories.

Wrap-Up/Exit Ticket:

Go over questions 11-18 together and discuss answer choices and text evidence. (Graded assignment)

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Titles in Quotation Marks

[Titles in Quotation Marks TE Page](#) W319

[Display and Engage](#)

Whole Group:

Show [Display and Engage 1.3](#) and read the Writing Prompt together. Use the prompt to discuss with students the requirements for writing their expository essays. Say: [The essay must have a central idea \(thesis\), a pattern of organization, supporting details \(elaboration\), a strong conclusion, and proper spelling, capitalization, punctuation, and grammar.](#)

Independent/Small Group:

Distribute [Writer's Notebook page](#)

[1.2](#). Discuss the rubric. Remind students they can use this rubric as a resource as they draft and revise their papers.

Explain: [Good writers think about how they can improve with each new piece they write.](#) Have students Turn and Talk for three minutes about setting goals for themselves and their expository essays. Then have them add their goals to the list on [Writer's Notebook page 1.3](#) or in their own notebooks.

Day 8
Wednesday

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)

READING WORKSHOP (30-40min.)

Whole Group Instruction:

As a group, review nonfiction text from [HMH binder page 16](#)

Put students into groups, and play nonfiction text feature [Jeopardy game](#) to review.

Wrap-Up/Exit Ticket:

Each group chooses a text feature and gives hints to let the other groups guess what feature it is that they are describing

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Capitalizing Titles

[Capitalizing Titles TE Page W320](#)

[Display and Engage](#)

Whole Group:

Tell students it is time to think about the topic for their essay.
Model thinking about a topic: Brainstorm a list of inventors or inventions on the board or chart paper.

THINK ALOUD An invention that interests me is the electric light, created by Thomas Edison. He had to try thousands of different materials to make the filament. He also invented the wiring and switches that turn a light bulb on and off. It took him years to develop the electric light. The story of this invention would make a good expository essay topic.

Independent/Small Group:

Say: To choose an inventor for your topic, you may need to research inventors and inventions. Direct small groups of students to spend a few minutes searching the Internet for famous inventors or recent inventions that interest them. Encourage students to find an equal number of women and men inventors.

Have students turn to the planning chart on [Writer's Notebook page 1.4](#). Explain to students that planning their essays is an important prewriting step. Have students complete the column for Prompt. In the Topics column, have them write the names of two or three inventors and inventions that interest them the most. Explain that they may have to do a bit more research to decide

	<p>which one to write about. Students will complete the chart in the next lesson</p> <p>Bring the class back together to share their findings.</p>	
<p>Day 9 Thursday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Read The Wonderful Wheel of Mr. Ferris from HMH binder together.</p> <ul style="list-style-type: none"> -Analyze passage together -Annotate together -label ALL text features -Go through genre tree (author's purpose, text structure, summary, point of view) -Answer questions together showing TEXT EVIDENCE for questions 1-7 <p><u>Wrap-Up/Exit Ticket:</u> Students choose one type of text feature to illustrate in their Reading journal and share with the class (Ex: timeline, map, etc.)</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dvi Review Prepositions and Prepositional Phrases</p> <p>Review Prepositions and Prepositional Phrases TE Page W296 Display and Engage Review Printables</p> <p><u>Whole Group:</u> Have students review their topic ideas and choose one that feels most interesting to them. Explain that writers do their best work when they write about something that interests them. Show Display and Engage 1.4a–1.4d and distribute Writer's Notebook pages 1.5–1.6. Have volunteers read the model essay aloud. Write "Thesis Statement" on the board and ask: What do you know about a thesis statement? Write responses on the board. (Thesis Statement: a sentence that summarizes the main idea in an expository essay)</p> <p>Ask: What is the thesis statement in the model? Write the response on the board and have students underline it in their</p>	

	<p>Writer’s Notebooks. (Thesis Statement in Model: “In 1943, James Wright, an engineer who was working hard to invent a new substance for the US government, had a failure that turned into a happy accident.”)</p> <p>Ask: <i>If a thesis statement summarizes the main idea of the essay, what do you think we need to do before we can write our thesis statements?</i> (research the topic; know what points we want to make) Show how to begin research by using the model topic as an example. Discuss using keywords to search and how to take notes on main ideas. Remind students to write down quotations exactly and to always note their sources. Bring the discussion back to the thesis statement. Model using research notes to draft a thesis statement.</p> <p>THINK ALOUD My research notes say “James Wright was the inventor of silly putty. He was not trying to invent a toy. He was trying to invent a new kind of rubber.” I see that Wright invented a silly putty by accident, which is interesting. I think my main idea will be that silly putty was invented by accident. Now I am ready to write a working thesis sentence.</p> <p>Write the following “working thesis statement” on the board:</p> <p><i>James Wright was working hard to make a new kind of rubber when he made a toy by mistake.</i></p> <p><u>Independent/Small Group:</u></p> <p>Allow time for students to conduct research and draft a working thesis statement (or two). Remind students to use the planning chart on Writer’s Notebook page 1.4 to record their notes and ideas.</p> <p>Make sure students understand that they need to create and follow a research plan in order to write their expository essay and this tool will help them do that.</p>	
<p>Day 10 Friday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you’re reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> Students will read and analyze Louis’s Code (from HMH binder) independently. Be sure they have included all annotations, labeled text features, etc.</p>	

Students will answer all questions independently
*If students finish before you go over the answers together, they can look at the illustration and write their name using Braille.

Wrap-Up/Exit Ticket:

Go over questions together and discuss answer choices and text evidence. (Graded assignment)

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Connect to Writing: Writing Titles Correctly

[Connect to Writing: Writing Titles Correctly TE Page W322](#)

[Display and Engage](#)

Whole Group:

Show [Display and Engage 1.5a–c](#) and have students look at [Writer’s Notebook pages 1.5 and 1.6](#). Go over the organizational structure with students and help them make connections between the chart and the model.

Ask: [Does the introduction in the model get the reader’s attention?](#) (Responses will vary but may include that a failure becoming a happy accident is intriguing.) Ask: [What are some ways that a writer can get a reader’s attention?](#) (write something surprising; tell an interesting story; humor) Have students identify facts, concrete details, and examples used in the body of the model. Point out that these details come from researching. Point out that quotations and definitions are also good supports to use in the body of an expository essay.

[THINK ALOUD](#) If I were writing this model essay and I found in my research a quote from an astronaut about how useful silly putty was during a mission, I could include that quote in the body of my essay. Point out that the conclusion to the essay summarizes things already discussed in the essay and does not contain new information.

Independent/Small Group:

Give students time to continue drafting. Have them focus today on fleshing out the structure of their essays. Distribute [Writer’s Notebook page 1.7](#) or tell students they may use their own notebooks to make notes on how their essays are organized. Reassure students they do not need to worry about making their writing perfect at this time—they should just get some ideas down. Encourage them to spend the bulk of their time drafting the body of their essays. Circulate the room, providing assistance to students as needed.

Day 11
Monday

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)

[HMH Text Structure Graphic Organizers pg 18-21](#)
[Describe language Graphic Organizer 6](#)

READING WORKSHOP (30-40min.)

Whole Group Instruction:

Introduce text structure terms and definitions.
[Text Structure Flocabulary](#) - before playing the video, click on the 'vocab cards' tab on the side and discuss words and pictures.

Project or display Anchor Chart 18 [Text Structure](#) or begin one of your own. Tell students that authors may use one text structure for the whole text or a variety of structures within a text, depending on the author's purpose and the information they are presenting. As you point to the corresponding parts of the Anchor Chart, explain the following: Transition words provide clues to the structure of a text. Recognizing text structures helps readers connect ideas and events.

To show how two or more things are alike and different, an author uses a **comparison/contrast text structure**. To explain what happened and why it happened, an author uses a **cause/effect text structure**.

To show a **sequence** of events or the steps in a process, an author uses a chronological text structure.

Authors use a **problem/solution text structure** to show how to solve a problem.

Point out examples of each text structure in a familiar selection, and help students locate the transition words that help identify each one.

Discuss with students how identifying a text's structure can help them better understand the information in the text.

Independent/Small Group Instruction:

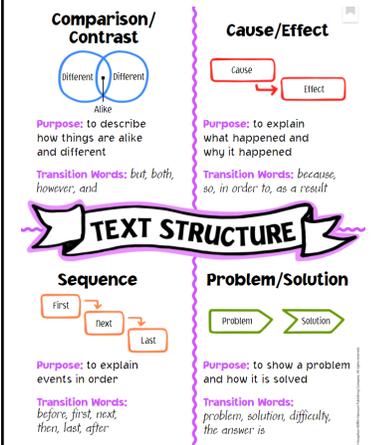
Have students glue in the text structure anchor chart, or write it in their reading journal.

Wrap-Up/Exit Ticket:

Review the text structure of cause and effect.

INSTRUCTIONAL VOCABULARY

- cause** the reason that something happens
- chronological order** the order in which events happened or steps in a process should be done
- effect** something that happens as a result of a cause
- problem** something in a story that creates a challenge for the characters
- text structure** the way information is organized in a text



Read this text aloud:

*Have you ever seen a **chameleon**? They come in many sizes and **colors**. Sometimes a chameleon changes colors. One **reason** they **change** colors is the **temperature**. If it is hot outside, then chameleons get hot. They turn **lighter** because they are hot. Turning lighter helps them **cool down**. If it is too **cold**, then chameleons get cold. They turn darker because they are cold. Turning darker helps them stay warm.*

Tell students that you will ask them questions about what they just heard. Ask them to clap their hands once if the answer is *yes* and twice if the answer is *no*. Then ask the following questions:

- Can chameleons change colors?
(clap once)
- Can weather cause chameleons to change colors?
(clap once)
- Do chameleons turn darker because they are hot?
(clap twice)

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK 5.11Dii

Verbs 'Be' and 'Have'

[Verbs 'Be' and 'Have' TE Page W263](#)

[Display and Engage](#)

[Weekly Printables](#)

Whole Group:

Write the following questions on the board or chart paper. Have students review their drafts for organization using the questions.

Do you have a thesis statement?

Does your introductory paragraph give background?

Does the body include facts, details, examples, quotations, or definitions?

Do your paragraphs build on each other?

Does the order you used make sense?

Does your conclusion relate to the thesis?

If students answer "no" to any of the questions, have them make notes for what to add as they revise.

Next, explain that the best conclusions restate the author's main idea and then leave the reader with something to think about.

Remind students that the conclusion is not the place to add new information.

Independent/Small Group:

**You might have students work with partners to review their drafts for organization. Circulate the room and provide help in situations where partners seem stuck.

Have students return to their drafts to tighten up the organization and create a strong conclusion.

	<p>Tell students that varying sentence lengths and sentence types will make their expository essays more engaging to the reader. Have students re-enter their writing to vary the kinds of sentences in their expository essays.</p> <p>Circulate the room, providing support as needed.</p>	
<p>Day 12 Tuesday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> Demonstrate Use Tabletop Minilessons: Reading Card 18 to remind students that text structure is the way a text is organized. Explain that an author typically makes such a choice in order to best support the central, or main, idea. Model filling out an appropriate graphic organizer (from Printable: Reading Graphic Organizers 18–21) to identify one or more text structures in books of your choice that demonstrate different text structures. (HMH leveled readers would be good options)</p> <p><u>Independent/Small Group Instruction:</u></p> <p>Apply to Independent Reading Now have students identify text structures in an appropriate book or article they are reading independently. Customize these prompts to the texts students choose.</p> <p>Does your selection have just one overall text structure or different text structures for different paragraphs?</p> <p>Which text structure(s) does the author use?</p> <p>How can you tell which text structure(s) the author uses?</p> <p>Have students complete an appropriate graphic organizer (from Printable: Reading Graphic Organizers 18–21) for their independent reading text.</p> <p><u>Wrap-Up/Exit Ticket:</u> Students share their graphic organizers with a partner (or the class) and discuss what text structure their independent reading book is.</p>	

	<p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Verb Phrases with Be and Have</p> <p>Verb Phrases with Be and Have TE Page W264 Display and Engage</p> <p><u>Whole Group:</u> Review the three parts of an expository essay with students (introduction, body, conclusion) and discuss the elements of each part. Answer any questions students may have. To facilitate decision making, ask volunteers questions such as the following:</p> <p>What information have you not included in your essay? In which section might this information belong? Would the information strengthen that section? How?</p> <p>THINK ALOUD Sometimes at the planning stages, we think information will be relevant. But, as the draft takes shape, we see that the information is not needed because it will not add anything valuable to the essay.</p> <p><u>Independent/Small Group:</u></p> <p>Tell students that they will proofread and edit their expository essays to check for proper capitalization, spelling, and subject-verb agreement.</p> <p>Ask: What types of words may need capitalization? (words in a title; proper nouns; direct quotations after dialogue tags, etc.) Demonstrate the strategy by writing the following example from the model on the board and going through all the steps on the chart. In 1943, <u>James Wright</u>, an engineer who was working hard to invent a new substance for the <u>Unites States</u> government, had a failure that turned into a happy accident.</p>	
<p>Day 13 Wednesday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> Genre-Informational Text</p>	

WHY THIS TEXT?

In this text, students will learn to recognize **problem/solution and cause-and-effect text structures** as they explore the plight of Puerto Rico's parrots.

KEY LEARNING OBJECTIVES

- Monitor reading and clarify meaning.
- Describe a problem/solution text structure.
- Explain how text and graphic features enhance a reader's understanding.
- Identify cause-and-effect relationships, with and without signal words.

Introduce the Words

TEKS 5.7F; ELPS 1E, 1F, 2C, 2E, 3A, 3B, 3D

Project Display and Engage: **Critical Vocabulary 5.11a and 5.11b**. Then use the VOCABULARY routine to introduce the Critical Vocabulary from *Parrots Over Puerto Rico*. You may wish to display the corresponding Vocabulary Card for each word as you discuss it. Continue to model real-life connections between words and their use on **Critical Vocabulary 5.11a and 5.11b**.

Read aloud each word and have students repeat it.

Read aloud and discuss each word's student-friendly explanation.

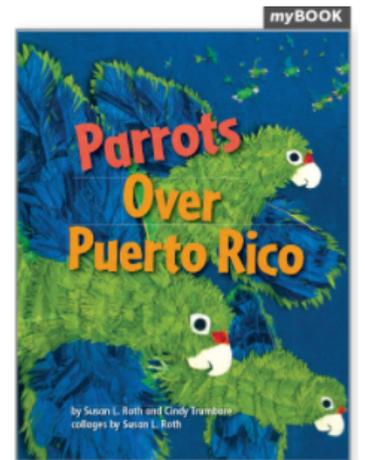
In your **Teaching Pal**, use the purple TARGETED CLOSE READ prompt on page 363 to guide students to apply the cause and effect Text Structure skill to *Parrots Over Puerto Rico* and to find evidence to support their responses. Students may refer to the questions on Know It, Show It page 115 as you discuss them.

Read aloud the first question on Teaching Pal page 363. Then have students reread myBook page 363 to answer the question. (People cut down forests where the parrots make their nests.)

Read the follow-up questions on Teaching Pal page 363 and have students answer. Tell them to use evidence from the text to support their answers. (Yes, the impact is very big because the parrots go from thousands of birds living in a few different areas to one group of birds living in just one area, El Yunque rain forest.)

Independent/Small Group Instruction:

After reading, students may partner up to answer the questions on Teaching Pal and myBook page 373. Have students annotate their



TEXT X-RAY	
KEY IDEAS	LANGUAGE
<p>Key Idea pp. 356–359 The parrots lived on the island for millions of years before people came. One of those people was Christopher Columbus, who claimed the land for Spain.</p>	<p>Multiple-Meaning Word flies (p. 356): Say: <i>In this story, the word flies is a verb describing how a bird moves. In another story, flies might be a noun, the name of small flying insects.</i> Invite volunteers to make up sentences using both meanings of the word flies.</p>
<p>Key Idea pp. 360–364 People who came to the island cut down the forest where the parrots lived and brought other animals that threatened the parrots' existence.</p>	<p>Connection of Ideas Paragraph 5 (p. 358): Point out the connection between pronouns and nouns. Read aloud the paragraph, stressing the words <i>they</i> and <i>their</i>: "... the parrots called as <u>they</u> flew. ... to eat <u>their</u> dark, bitter fruit." Ask: To whom or what does <i>they</i> refer? What does <i>they</i> refer to? Have students reread the caption using the word noises instead of <i>they</i>.</p>
<p>Key Idea pp. 365–372 The parrots were almost extinct when scientists stepped in to build aviaries and nesting boxes to help the birds survive.</p>	

	<p>myBook with details from the text and visuals as evidence to explain their responses.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over the collaborative discussion questions together.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Consistent Verb Tenses</p> <p>Consistent Verb Tenses TE Page W265 Display and Engage</p> <p><u>Whole Group:</u></p> <ul style="list-style-type: none"> • Have students create titles for their essays. • Direct students to consider creating an illustration that will reflect the main idea of their expository essays. <p><u>Independent/Small Group:</u></p> <p>Have students do a final pass through their expository essays. Complete a final copy of their essay.</p>	
<p>Day 14 Thursday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you're reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Review text structure from yesterday's story, Parrots Over Puerto Rico Project or display Anchor Chart 18: Text Structure or begin one of your own. Tell students that authors choose the way they organize information in a text to make it easy for a reader to understand their ideas. Authors may use one text structure for a whole text or a variety of structures within a text, depending on their purpose and the information they are presenting. As you point to the corresponding parts of the Anchor Chart, discuss the following:</p> <p>Explain that transition words and phrases provide clues to the</p>	

structure of a text. Recognizing text structures helps readers understand how ideas and events are connected.

Focus on the Problem/Solution section of the chart. Tell students that in an informational text, an author might use a problem/solution structure, to tell about a problem and explain how to solve it.

Discuss with students how identifying a text's structure can help them see how ideas and details are related and thus better understand the information in the text.

Ask the students which text structure the story followed.
(problem/solution text structure)

What signal words do you notice that indicate where the author has presented a problem? How do the signal words help you follow the text structure?

Are there any problems presented in the text that are not introduced with signal words?

If there is more than one problem introduced, which one is the main issue?

Are solutions offered for all problems presented in the text? Why or why not?

Independent/Small Group Instruction:

Complete the [Parrots Over Puerto Rico Selection Quiz](#)
Students must write the page number next to each question for text evidence.

Wrap-Up/Exit Ticket:

Go over the answers together as a class and discuss the evidence from the text.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK 5.11Dv
Review Adverbs

[Review Adverbs TE Page](#) W286

[Display and Engage](#)

[Review Printables](#)

Whole Group:

Have students share their expository essays by reading them aloud. Discuss options for reading aloud, such as a Round Table Reading, in which every person in a small group reads aloud an essay to the others in the group. As another option, mention

	<p>having a special Author’s Chair in which each student sits to read his or her essay.</p> <p>Encourage students to ask each author follow-up questions. Remind students of the rules for classroom collaboration. Ask students to listen politely, be respectful of the author, and be courteous when asking the author for more details.</p>	
<p>Day 15 Friday</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Text features (if you’re reading fiction, focus on bold, italics, etc.)</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Weekly Assessment- Super Soil: The Mystery of Terra Preta Students must provide text evidence within their story.</p> <p><u>Wrap-Up/Exit Ticket:</u> Read through the story with the students and discuss questions and answer choices.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dii Connect to Writing: Using the Verbs ‘Be’ and ‘Have’</p> <p>Connect to Writing: Using the Verbs ‘Be’ and ‘Have’ TE Page W267 Display and Engage</p> <p><u>Whole Group:</u></p> <p>Continue student sharing of their expository essays.</p>	

<p>Accommodations for Special Populations</p>	<p>Accommodations for instruction will be provided as stated on each student’s (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.</p>
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