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| **Subject/Skill Set** | **Reading/Language Arts** |
| **State Standard** | [**CCSS.ELA-Literacy.RI.2.2**](http://www.corestandards.org/ELA-Literacy/RI/2/2/)**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.** |
| **30 Day Learning Target (s)** | **Recognize essential vocabulary and information in order to identify the main topic of a non-fiction text** |
| **Weekly Learning Target (s)** | **Identify key vocabulary, essential information and main idea for comprehension in non-fiction text** |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Daily****Learning Targets** | Identify key vocabulary essential for non-fiction text comprehension | Select key vocabulary essential for non-fiction text comprehension | Identify new information in a non-fiction text. | Question to clarify understanding and recognize essential information within non-fiction text | Recognize the main-idea of a non-fiction text. |
| **Learning Tasks/Activities** | Teacher: Explain that the class will be reading and discussing non-fiction books over the next week. Teacher: Introduce and explain some of the new vocabulary words from the book ‘ The boy who harnessed the wind’ by writing the words on a poster board titled ‘word chart’. Ask students if they can explain them in their own words Then, ask one of the students to make a picture next to the word representing that word. Continue until all of the words have an image next to them.Ask the students to listen to the read-aloud of the first part of ‘The boy who harnessed the wind’ Project the pages or use a PPT so that the students can clearly read along and see the pages. Teacher: occasionally stop and ask students if there were any word that they didn’t understand.Teacher: As the students provide unknown words, model how to make a vocabulary chart by placing the words into a giant poster vocabulary chart under the appropriate three-leveled tier. Teacher: At the end of the first half of the book, write the words that fall into tier two on the ‘Words Chart” Have students work with a buddy to try to guess the meaning of the words. Ask students to share their ideas with the class. Teacher: Write the new words in contextual sentences on the board.Have the students write the new words in their writing journal and create an illustration that represents the new word. | Teacher: Ask the students to listen to the second half of the read-aloud of ‘The boy who harnesses the wind’ As the teacher reads, have the students record unknown words on their own vocabulary chart and rank the words from 1-3. Teacher: At the end of the second half of the book, ask the students to share the words from their word charts.Teacher: write the words that fall into tier two on the ‘Words Chart” Have students work with a buddy to try to guess the meaning of the words. Ask students to share their ideas with the class. Teacher: Write the new words in contextual sentences on the board.Teacher: Check for student comprehension by using the thumbs up/thumbs down strategy. Have the students record the word wall words onto vocabulary cards including illustrations.Play an antonym/synonym game using the new words. | Teacher: Select a non-fiction book and ask students what they know about the book and what inferences they can make based on the images and prior knowledge.Teacher: Model how to use a K-W-L chart to record learning. Under the “K” area, record students’ responses of what they know about the book.Teacher: Tell students “I want to know\_\_ .” And record this under the “W’ section of the chart. Ask students what they would like to know and record their responses under the “W” section of the chart.Teacher: Read the book aloud. After the reading Write 3 examples of new learning under the “L” section of the chart. Ask students to share their new learning as well and record this under the “L” section of the chart.Ask students to select a non-fiction book of their choice.Give each student a K-W-L chart and ask them to complete the K and W area of the chart.Have students read their book and add any additional questions to the “W” area of their chart.After the students have finished their independent reading, ask them to complete the “L” area of their chart with any new learning.Ask pairs to compare their charts with each other and restate what they know, what they want to know and what they learned. | Borrowed and adapted from ( <http://www.pkwy.k12.mo.us/CandD/CurriculumAreas/CommArts/documents/1streadingnonfiction.pdf>)Teacher: Explain that when good readers search forinformation they sometimes come across new information that changes their thinking.”Teacher: Explain that when readers come to a part in the text that they don’t understand or are confused about something, they have to reread to clarify their thinking. Teacher: Model “for example, as I was reading from this bookI read this paragraph after reading this paragraph I looked at the picture and was and I asked myself a question about the picture. So I went back and reread the text and realized that what the text said did actually match the picture.Teacher explain:Sometimes readers get confused about what they read because they weren’t paying attention as they read or because they read something wrong. When we get confused or don’t understandsomething, we need to pay attention.Teacher: Explain “I am going to continue reading this book. As I read, pay attention to any  questions you might have in your head and to any information you think is essential for understanding the textAsk students to record their questions and thinking on stick it notes Teacher: Finish reading and have students think-pair-share with their partners and talk about any questions they might have and information they believe to be essential for comprehension.Have students share their questions and thinking with the class.Teacher: write ‘essential information’ on a giant poster chart and have students place their stick it notes on the chart.Teacher: Reread the Book to help clear up any misunderstandings and ask students which notes should be left on the chart and which notes should be removed. | Teacher: Recall the previous lesson and how to determine if information is essential to comprehension or notTeacher: Explain the reason we read nonfiction texts is to learn more about a topic we are interested in. Explain that after you read a book, you should be able to talk about the main idea, which is what the book is mostly about, and about several important details that you learned about the main ideaTeacher: Model how to read a non-fiction text and look for the main idea and supporting detail. Record the main idea and supporting details on a giant poster board titled “Main Ideas”Explain that students will be reading a non-fiction book and recording the main idea and supporting details.  Have students select a non-fiction text and independently read while recording what they believe to be the main idea and supporting details on their own graphic organizers. After the students have finished reading ask them to talk to their partner about the main idea of the book and tell their partner at least 2 important details that they learned about the main idea.Have partners trade graphic organizers and use the ‘Rate my work strategy’ and provide their partner with feedbackOnce the students have received feedback,allow them to make any changes they feel are needed.Place the completed organizers on the wall next to the giant poster board titled ‘Main Ideas’  |
| **Formative Assessments (Feedback Strategies)** | Formative assessment: Journaling sentencesFeedback: Interactive teaching. | Formative assessment: Word ChartsFeedback: Thumbs up Thumbs down | Formative assessment: K-W-L Charts | Formative assessment: Think-pair-share | Formative assessment: rate My Work |
| **Summative Assessments for the Week** | Performance assessment: Students will accurately identify and record essential information in a non-fiction text by selecting key vocabulary and reporting the main idea and supporting information of the text.  |