

READING workshop

Detailed lessons with a focus skill, how to prepare, standards, materials, mini lesson, independent reading, and sharing.

How to prepare for the lesson

materials

Mini lesson

skills

CCCS
aligned
standards

Independent
reading

sharing

DAY 1 **IDENTIFYING TEXT STRUCTURE**

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">Variety of nonfiction textAnchor chart paper, topper, & markersStudent reading notebooks & student anchor chartsExit tickets	<ul style="list-style-type: none">Have a variety of nonfiction text available.Prepare anchor chartCopy student pagesCopy student bookmarksCopy student flip/reference bookletsPrepare exit tickets	<p>The types of text structures</p> <div>STANDARDS</div> <ul style="list-style-type: none">RI.3.5, RI.3.8, RI.4.5, RI.5.5RI.3.10, RI.4.10, RI.5.10SL.3.1, SL.4.1, SL.5.1

MINI LESSON

Gather students in your meeting area to share that today they're going to talk about nonfiction text, and more specifically the structures of nonfiction text. Discuss, what is nonfiction? How is nonfiction different than fiction? Why do we read nonfiction? Do you like to read fiction?

- Tells us about something that is real
 - Includes facts
- Teaches you something

With your students discuss types of nonfiction text that they have come across. Sometimes this is hard for them to think beyond just nonfiction books.

- Newspaper, dictionary, magazine, website, journal, diary, textbook, recipe, instructions.

Discuss that each of these types of nonfiction text has a structure or way that the author sets up the text. Noticing the text structure helps us organize the details and information that is being presented to us. When we are aware of the structure of the text, we can better understand the key points which helps as we recall and summarize the text.

There are five types of nonfiction text structures: chronological order/sequence, comparison, cause and effect, problem and solution, and description. We will look carefully at each of these over the next few days to see how we can use our knowledge of the text structure to better understand a text.

Create an anchor chart
Identifying Text Structures
Helps us organize information
Helps us make connections as we read
Allows us to summarize important details.

INDEPENDENT READING

Have a variety of text available for students to choose from. Classroom magazines like Time for Kids or Scholastic News are wonderful examples of nonfiction text that students are familiar with, if you have access to those magazines. Also include a variety of nonfiction books for students to choose from.

During this first day of independent reading, have students choose more than one book, take a book walk through them, write down things that they notice as they read. Have students assemble their reference books by cutting and stapling them together. Print and have ready the text structure bookmarks, but students will not need to use them until you dive deeper into each structure. Please note that there are different options to use for student recording, and you do not need to use all pages provided. You may differentiate for your groups or use what you know will be best for your students. There is a reference book, bookmarks, chart, and individual pages provided within each lesson.

Small group conversations should look at different nonfiction text and differences that you notice throughout the different texts.

****Please note that vocabulary activities are a separate file included in this download.****

SHARING

Gather back together to discuss. Why do you think nonfiction text are important? What kind of nonfiction text do you enjoy reading, why? What do you notice about nonfiction text? Why do you think authors write nonfiction text?

****To print the bookmarks in your printer settings, make sure to only select to print the bookmark pages and in your printer settings choose to fit to the paper. You can select to print two sided by flipping on the short edge. They should line up front to back perfectly if set correctly. Thanks!****

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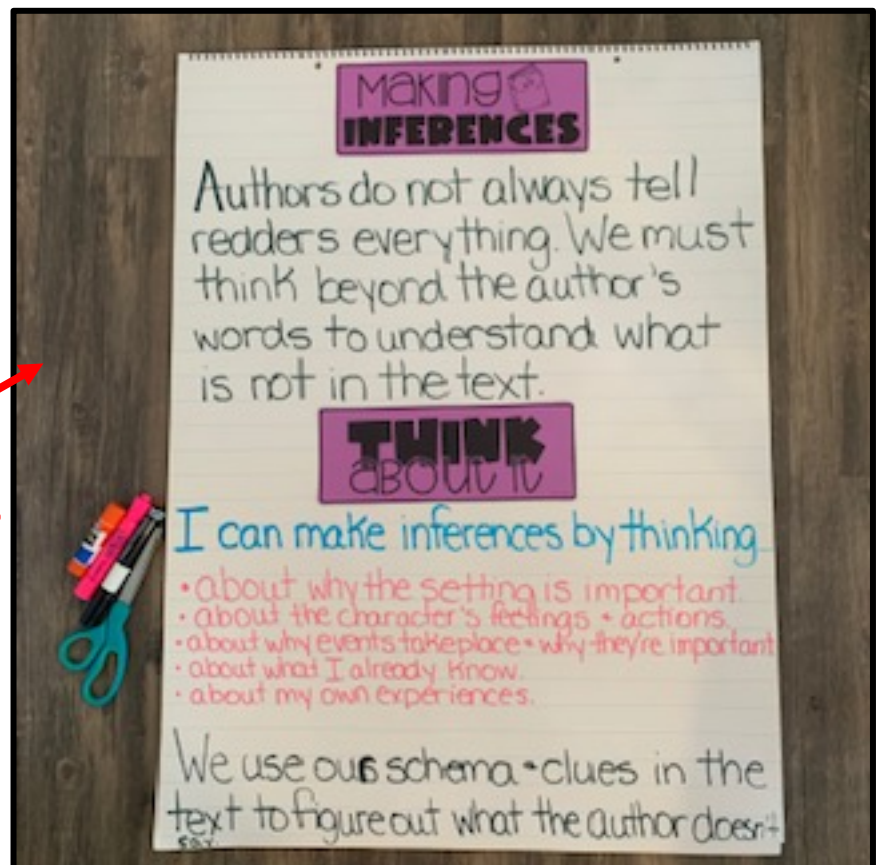
READING workshop

Pieces to create anchor charts plus example pictures.

IDENTIFYING TEXT STRUCTURES

Anchor chart
pieces

Anchor chart examples



READING workshop

NONFICTION TEXT

IDENTIFYING TEXT STRUCTURES

Helps us organize
information

Helps us make connections
as we read




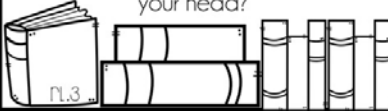
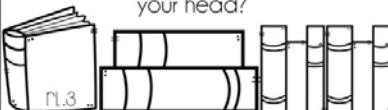
Allows us to summarize important
details.

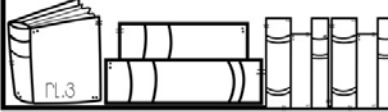
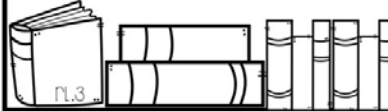
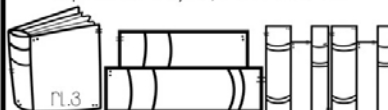
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Mini anchor charts for student reader's notebooks.

READING workshop

Skill based exit tickets to be used at the end of each lesson

EXIT ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	
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EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	
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EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	

Laminate and use sticky notes so that you can reuse!

READING workshop

6 different extension activities for each week, to be used with each mentor text.

CREATE A *recipe*

Create a recipe! Choose what you would like to create a recipe for, brainstorm the steps to make the recipe, create a recipe card

Ingredients

Steps:

CHOOSE A *Topic*

Choose any topic that you would like. Write a few sentences about your topic using different text structures.

DESCRIPTION

CAUSE & EFFECT

TOPIC:

PROBLEM & SOLUTION

ALL ABOUT

ME

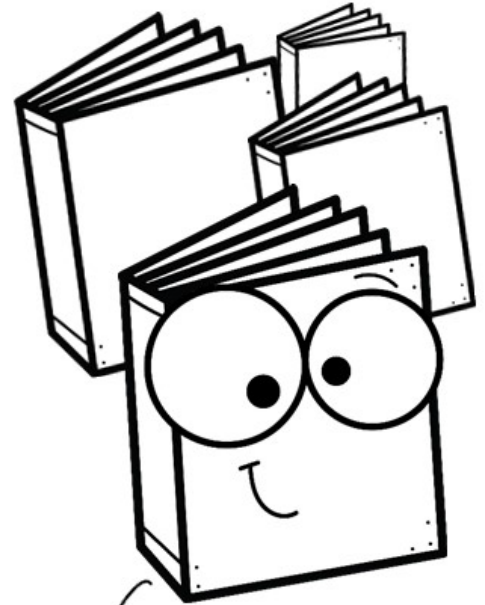
text structure edition

By: _____

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CHRONOLOGICAL ORDER

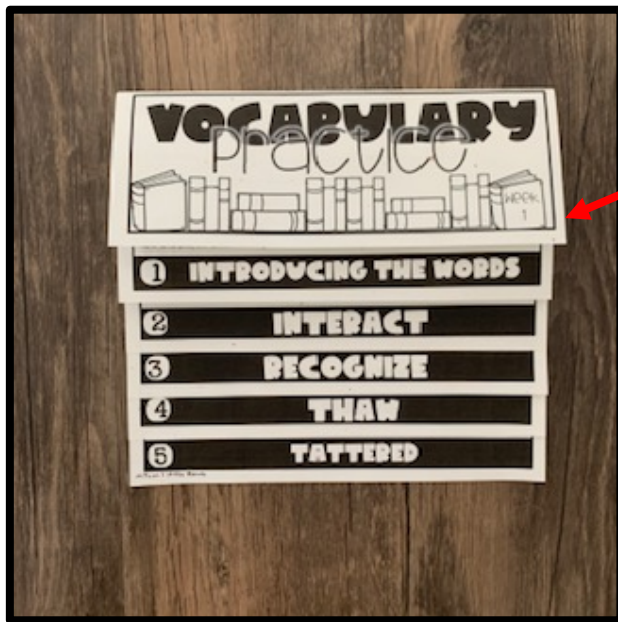
NONFICTION
TEXT
structures



BY: _____

READING workshop

Each week includes 4 vocabulary words that connect to the mentor text. Vocabulary flipbook, reader's notebook pages, quick check, and rubric are included for each week.

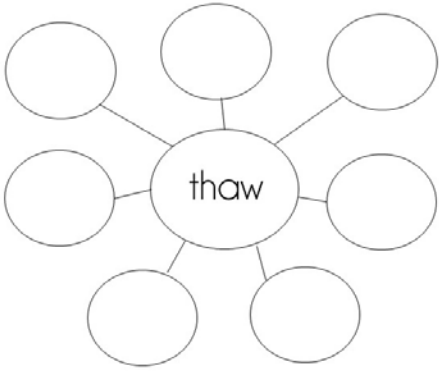


Flipbook

Quick check

VOCABULARY CHECK	
Name: _____ Date: _____	
MATCHING: Draw a line from the word to the sentence that the word belongs in.	
recognize ____	_____ The ice became a puddle as it started to _____ in the warm sun.
interacted ____	_____ The boy could _____ his mom's voice even from far away.
tattered ____	_____ The _____ bear had seen lots of love from Amaya.
thaw ____	_____ I saw the way Juan _____ with the dog, and knew he wanted one of his own.

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VOCABULARY PRACTICE
When you think of the word THAW , what do you think of? Write words in each space below. Write its definition in the box below.
<div style="text-align: center;"></div>
Definition: _____

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Reader's notebook pages

Rubric

VOCABULARY RUBRIC	
Name: _____	Date: _____
A note from the teacher: _____	
<ul style="list-style-type: none">Shows an understanding of the word.Uses the word in the correct way in speaking and writing.Identifies the correct meaning of the word.Vocabulary practice is complete.	4
<ul style="list-style-type: none">Shows partial understanding of the word.Identifies the meaning of the word without a deeper understanding.Vocabulary practice is slightly inaccurate.	3
<ul style="list-style-type: none">Shows a limited understanding of the word.Use of the word is minimal.	2
<ul style="list-style-type: none">Does not show understanding of the word or its meaning.Does not complete vocabulary practice.	1

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