

# 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

**DAY 1 ANSWERING QUESTIONS WITH EXPLICIT DETAILS**

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none"><li>Anchor chart paper, topper, &amp; markers</li><li>Student reading notebooks &amp; student anchor charts</li><li>"Locomotive" by Brian Floca</li><li>Exit tickets</li></ul>	<ul style="list-style-type: none"><li>Copy sticky notes for your interactive read aloud.</li><li>Look through "Locomotive" ahead of time to prepare for the interactive read aloud.</li><li>Prepare anchor chart</li><li>Copy student pages</li><li>Prepare exit tickets</li></ul>	Using details from the text
		STANDARDS
		<ul style="list-style-type: none"><li>RL 3.1, RL 4.1, RL 5.1</li><li>RL 3.10, RL 4.10, RL 5.10</li><li>SL 3.1, SL 4.1, SL 5.1</li></ul>

**MINI LESSON**

Gather students in your meeting area to share that this week you are going to focus on using explicit details from literature. First, discuss: what does explicit mean? Ask students when do you think authors use explicit details in fiction text? And why?

While reading fictional stories, it is important to look carefully at the details that the author gives us. We can better understand the story, the characters, the setting, and the problems the characters face when we look at the explicit details the author gives in the text. Explicit details will help us make predictions, visualize the story, ask questions and more. Learning to notice and use the explicit details help us become better readers.

Read pages 2-8 in "Locomotive." Discuss the details that you notice as you read, how did the author explain the setting in detail to help your understanding of the railroad?

**Create an anchor chart**  
**Using details from the text:**

Active readers think about the characters and what they do, say, feel, and notice what the other characters think about them. These details help us understand the story better.

Discuss how you can use the details in the text to talk about the text using evidence based terms.

**Add to your anchor chart:**

**Evidence based terms:** because, for instance, for example, the author stated, according to the text, based on what I read.

As students begin to read independently, encourage them to look for details in the text and stop and think how those details help the understanding of the events in the story. Are they character, setting, problem details?

**INDEPENDENT READING**

Students can read a text independently and notice explicit details in the text. They can complete the student page. Students can use any independent reading book that is at their independent level.

Small group conversations can focus on questions that use explicit details from the text. Students can practice searching, highlighting/marking the details and discuss why those details are important.

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

**SHARING**

Gather back together to discuss: why is it so important to look for explicit details in text? How did noticing those details help you understand the story better?

Students can complete an exit ticket using a sticky note.

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# READING workshop

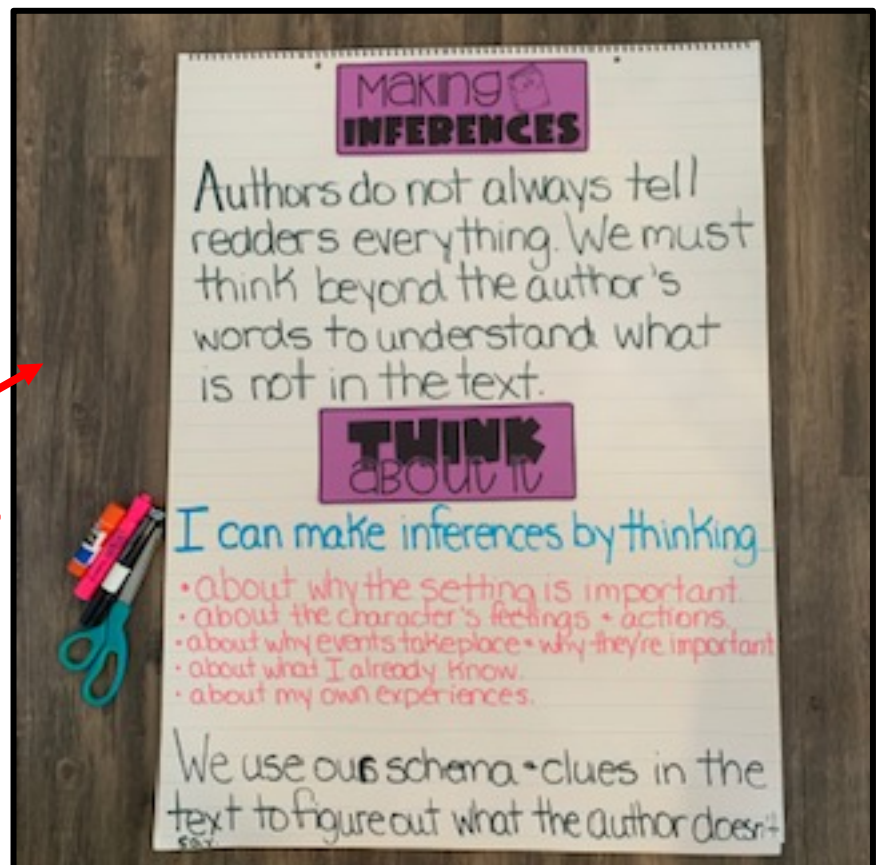
Pieces to create anchor charts plus example pictures.

using   
**DETAILS**  
FROM the text

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Anchor chart  
pieces

Anchor chart examples



# READING workshop

## USING EXPLICIT EXAMPLES (L)

### USING DETAILS FROM TEXT

Active readers think about what the setting, and the problems in the story. You think about the characters and what they say, do, feel and what others think about them too.



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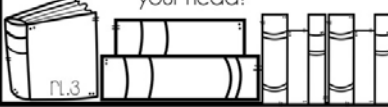
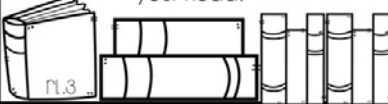
#### USE EVIDENCE-BASED TERMS WHEN TALKING ABOUT THE TEXT

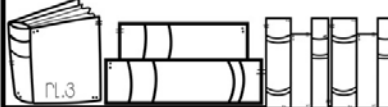
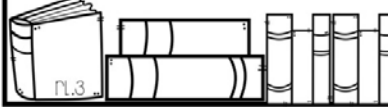
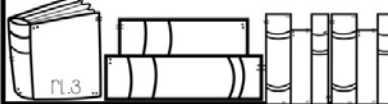
- Because
- For instance
- For example
- The author stated
- According to the text
- Based on what I read

Mini anchor charts for student reader's notebooks.

# READING workshop

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

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

## TRANSCONTINENTAL railway

Watch this short video about the Transcontinental Railway, write any questions

### AUTHOR'S purpose

I'd like to

Why do you think author

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If you could ask a nonfiction

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### FINAL thoughts

What is one last thought that you have about a text you read this week?

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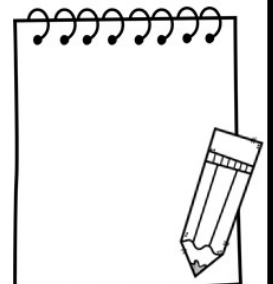
What is something that you learned while reading this week?

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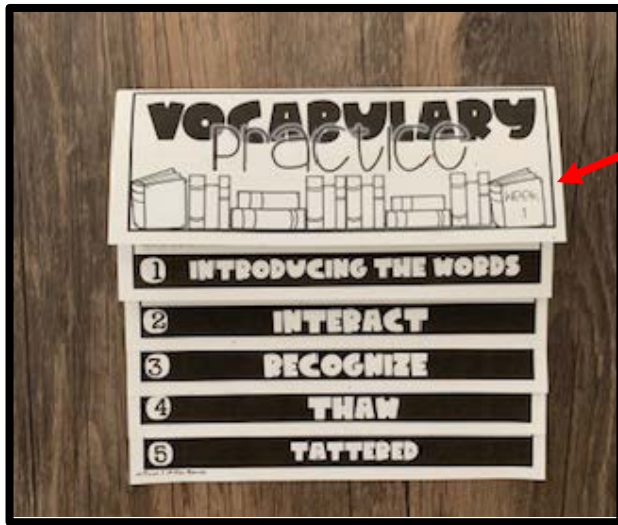
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# READING workshop

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	
HEAVE	
Write a sentence:	
Draw a picture:	Define it:
Write 5 synonyms for the word HEAVE.	
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

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Reader's notebook pages

Rubric

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

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