

Literacy Instruction Framework

Reading and Writing Instruction—Grade 5

**Strategies for reading informational text, serve a dual purpose: They help student develop both content knowledge and literacy knowledge. These skills and strategies can be applied to any social studies topic. The Social Studies content of this lesson plan would most likely be delivered mid-year but the strategies integrated can be used all year long.*

Whole-Group Explicit Reading Instruction (25 minutes)		
	H1.5.3, H2.5.1, H2.5.2, G6.5.2	<p>Background: Class is working on a Social Studies unit about the Westward Expansion. T previously taught students how to use the note-taking graphic organizer when reading independently.</p>
<p>Vocabulary</p> <p>Vocab words will be added to the Unit word bank (a work in progress). T will add these words to a content word wall with a definition and picture.</p>	<p>L.5.6</p> <p style="color: red;">4-5 mins.</p>	<p>Objective: SW acquire and use accurately grade-appropriate general academic words and phrases (common to written texts/Tier II words and phrases).</p> <p>Teach words: stockades--A fenced in area used to confine, exposure-Vulnerable to something, starvation-hunger, malnourishment, harsh-Extreme, severe, territory-A specified area of land</p> <ul style="list-style-type: none"> • TW have S repeat the words several times • TW provide Student-friendly definitions (listed above) • TW demonstrate for S how to use the language frames, by modeling the discourse frames with a student. • TW provide discourse frames that include: (TW write these on sentence strips or chart, so S may reference them when speaking to their partner.) <ul style="list-style-type: none"> ○ Stockades are _____. ○ Exposure means _____. ○ An example of harsh weather is _____. ○ Another word for territory is _____.
<p>Comprehension</p>	<p>RI.5.1 RI.5.7 SL.5.2 SL.5.3</p> <p style="color: red;">20 mins.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p style="font-size: small; text-align: center;">Listen!</p> <p style="font-size: x-small;">Tell about an interesting piece of information you found in this text.</p> <p style="font-size: x-small;">★</p> <p style="font-size: x-small;">Share details or examples the author uses in relation to the information.</p> <p style="font-size: x-small;">● ● ● ● ●</p> <p style="font-size: x-small;">Share a quotation from the text that relates to the information.</p> <p style="font-size: x-small;">💬</p> </div>	<p>Objective: SW know that a quote is a word, phrase, sentence, or paragraph taken directly from informational text. SW summarize what informational text says, citing evidence from the text and incorporating a relevant quote. SW identify information from multiple sources.</p> <p>Video: The Trail of Tears</p> <p>Daily Review</p> <p>TW remind students that when reading closely, we must keep in mind that our purpose has a strong influence on what and how we read.</p> <p>Review how to read closely using Anchor Chart. (previously taught before this lesson)</p> <p>Teach</p> <ul style="list-style-type: none"> • We can apply the same strategy in order to gather information from digital resources. • We are going to watch a short video clip that gives us second hand account information about the

Cherokee's migration on the Trail of Tears. (TW predetermine stopping points in the video to account-3 portions)

- We are going to listen for information that describes their challenges. (Purpose)

Guided Practice

TW model the note-taking process with the first portion, replaying portions of the video to clarify information.

- Listen to clip, TW think aloud, "I'm listening for information that describes the Cherokee's challenges."
- Tell students about an interesting piece of information you heard from the video.
- List 3 details or examples you heard in relation to the information.
- State a quote from the video that relates to the information.

TW play the next portion of the video and invite S to assist in developing another interesting piece of information by

- Reminding S that, "We are listening for information that describe the Cherokee's challenges."
- Ask for S to share an interesting piece of information they heard from the video.
 - T will choose one student response and write it on the chart.
- TW replay the portion, reminding students to listen for 3 details or examples and a quote (remind S that a quote is the exact words of the speaker or author) that are related to the interesting piece of information.
- Have S share 3 details or examples heard in relation to the information.
 - T will chart on the graphic organizer.
- SW state a quote from the video that relates to the information.
 - T will chart the quote on the graphic organizer.

Group Practice

TW play the next portion of the video and explain that this time S will work with a partner to develop their interesting piece of information.

- Reminding S that, "We are listening for information that describe the Cherokee's challenges."
- SW turn and talk about an interesting piece of information they heard from this portion of the video.
- Pairs will jot their information on a stickie note, replicating the format of the anchor chart.
 - TW ask 2 pairs to share with the group.
- TW replay the portion, reminding students to listen for 3 details or examples and a quote (remind S that a quote is the exact words of the speaker or author) that are related to the interesting piece of information they wrote down.
- Pairs will write 3 details or examples and 1 quote they heard in relation to the information.
 - TW ask 2 different pairs to share their noted information from their stickie.

Independent Practice

SW continue to use this strategy in the media station, taking notes in their [Reading Notes booklet](#).

Differentiated Reading Instruction (50 minutes)

Flexible Small
Group
Instruction

RI.5.1

Background: The following small group lessons are designed specifically for students who would benefit from scaffolded support and practice with NVACS RI.5.1. The teacher would identify these students through formative assessment (conferencing, student notes, student responses, grade level and interim assessment, etc.)

[Strategy Lesson/Scaffolded](#)

Struggle: Monitoring Own Reading with Informational Text

Choose text that won't be an easy read, but that requires students to consider and reflect (depending on students' levels, this would be their instructional level or 2 levels higher than the students' independent reading level-complex text). Set a purpose for reading.

Teach: Monitoring is a comprehension strategy that involves considering the purpose of reading and then keeping close track of meaning.

Demonstrate: Read a portion aloud, thinking aloud through the key ideas and details, keeping a focus on the purpose. Show how you think about the gist, rather than reciting each and every detail. Use the [graphic organizer](#) to organize your thoughts.

Engage: Turn the responsibility over to the students. Have students restate the purpose and then chorally read a short segment and share the gist (the interesting piece of information). Come to consensus and have students note in their [Reading Notes book](#). Then have students go back to the text to identify 1 detail or quote that relates to the information. S share and write a details in their Reading Notes book.

Coach: SW now get an opportunity to try on their own while T is still there for support as needed. SW state the purpose before reading independently (whisper read). SW complete the note-taking graphic organizer after reading the next section. TW briefly check-in with each student as they are working at the table.

*If the retelling is not sufficient encourage students to use strategies such as rereading, rethinking, questioning, using illustrations/text features and/or thinking aloud. Plan on continuing this support with students who are still struggling.

	<p>RI.5.1</p> <p>EL Strategy</p>	<p>Strategy Lesson/Scaffolded</p> <p>Struggle: Inferring</p> <p>Choose text that requires some “reading between the lines” or interpretation that goes beyond what the author says explicitly, in order to fully understand the content.</p> <p>Teach: Inferring is a comprehension strategy that involves consideration of what the text says combined with your prior knowledge.</p> <p>Demonstrate: Read a portion aloud, thinking aloud the process for inferring. “I know _____ about that. How does that relate to _____ though? The text also says _____, which leads me to think _____.” Chart thinking on the Inference 2-Column notes page. (<i>introduced during the Reading and Analysis of Complex Text portion of the literacy block.</i>)</p> <p>Engage: Turn the responsibility over to the students. SW chorally read a short segment, stopping to ask the guiding questions. Some questions to consider are:</p> <ul style="list-style-type: none"> • What do we know about ...? • What does this probably mean? What evidence in the text supports that? • Why do you think the author (illustrator) included this? What from the text makes you think that? <p>Coach: SW now get an opportunity to try on their own while T is still there for support as needed. S will read independently (whisper read) and write an inference they made on their own 2-Column notes. TW briefly check-in with each student as they working at the table.</p> <p>*The concept of inferring is extremely abstract by nature. This type of scaffolding will be an ongoing process throughout the year.</p> <p>**One way to support EL learners is to write the word “infer” on the board. Have them practice saying the word. Show simple examples such as: Show a picture of someone and tell S to “Infer how this person feels.” Prompt by asking, “How does the person feel?” Ask, “How do you know that?” Restate, “We can infer that he/she feels _____.” Have student restate inference, while you point to the word infer.</p>
		<p>*Strategies modified from <i>The Common Core Lesson Book K-5</i>, Owoski, Gretchen (ISBN 978-0-325-04293-0)</p>

<p>Conferences</p>		<p>Sample Conference: The teacher will check in with students during their independent reading and stations, looking at their notes (journals).</p> <p>Observe: TW check in with students</p> <ul style="list-style-type: none"> • Is the student using the note taking strategies to guide and record their thinking? • Is their thinking evident in their notes? • Are the details and quote related to the “important information?” <p>* If the student is struggling or their work is not sufficient:</p> <p>Teach: Remember that when we read closely, we must keep our purpose in the front of our mind, in order to help to make sure we understand the point that the author was trying to make. Show me in text where this came from (referring to S notes).</p> <p>Demonstrate/Engage... “What was your purpose for reading? So let me show you...” TW demonstrate thinking, while reading a portion of the text. Ask the student, “what is a detail that relates to my important information.”</p> <p>Restate... “That’s it ____... you identified details that relate to our important information.”</p> <p>Remind... “Be sure to keep your purpose in mind while you are reading and ask yourself, “What evidence does the author use to support the important idea?”</p> <p>During this time teacher will keep anecdotal notes regarding students’ use of this comprehension strategy as it relates to RI.5.1, RI.5.7, SL.5.2, SL.5.3</p>
<p>Group/ Independent Tasks</p>		<p>Literacy stations for this unit revolve around the topic Westward Expansion. Books, articles, videos, interactive learning websites, and vocabulary focus particularly on the Trail of Tears and different Native American tribes that were affected by the Indian Removal Act. (See Resources for this unit).</p> <p>Researching (Historian)</p> <ul style="list-style-type: none"> • Partner reading • Independent reading • Media: Computer/iPad • Word Work

Reading and Analysis of Complex Text (30 minutes)

Purposeful
Read Aloud

RL.5.1
RL.5.4
RL.5.10

30 mins.

SW have already been taught the following annotation strategies:
Circle important words.
Define in the margin.
Question in the margin.

What I Read	What I Inferred

Objective: SW know that an inference is a logical assumption based on a combination of details and examples from text and prior knowledge.

SW make inferences from text, citing evidence from the text and incorporating a relevant quote.

[Text: Trail of Tears Poem, by Mojomike8](#)

Purpose: This poem brings to light the impact that the Trail of Tears had on the author’s Cherokee heritage.

Teach:

- TW have a copy on the Elmo.
- TW read the poem aloud one time.
- TW distribute copies of the poem and have S note that there are 3 stanzas within the poem.
- T and SW chorally read the first stanza aloud.
- TW think aloud focusing on the lines: “washing out the years. Drowning out the red man.”
- TW model how to write these 2 lines in the “What I Read” column of the [Inference 2-Column](#) notes.
- TW circle *drowning out* and *washing*, thinking aloud:
 - “If you wash a stain, it disappears. So when you wash something out you’re erasing it. If you wash out the years, the author must mean you are erasing the years. Erasing the years of who?”
 - TW refer S to the word *our* in the 2nd line.
 - TW model (questioning) by writing “who” in the margin, after circling *our*.
 - TW continue and read the 4th line, “*drowning out the red man.*” And thinking aloud will make the connection for S that “our” means the red man.
 - TW explain to S that at during that time, Native Americans were referred to as Redmen because of the hue of their skin. But now it is considered a derogatory term.
 - Then TW circle the words *red* and *man* and annotate to the side of this line; Native American.
 - TW continue thinking aloud and focus on the word *drowning*.
 - “Is there a lake or something? I know that when you drown, you die.”
 - “But let’s go back to the 1st line because we know as good readers we need to put ideas together.”
 - “The author is specifically using the word drowning, as it relates to washing.”
- TW lead S to the inference through the annotations and the think-aloud:
 - “The Native Americans are being erased.” TW model how to write that in the “Inference” column.
 - TW continue to read and annotate the rest of the 1st stanza focusing on the word *nation* and that it refers to the Cherokee Nation. And the word *one* in the last line, asking S, “Who is the “one” being born?”
 - “When you are being born, you have a new life, what do we know about this time? Who is starting their new lives?”
- TW lead S to the inference that the author is referring to the settlers as being the *one* being born.

		<p>Guided Practice:</p> <ul style="list-style-type: none"> ○ What is the author trying to tell you in this 1st stanza? Turn and talk to your partner. ● TW have a few S share their ideas. TW redirect if necessary, go back to the text if necessary to clarify S thinking. <ul style="list-style-type: none"> ○ “The inferred idea of this stanza is that: The settlers are taking over their homeland, with no regard of the Native Americans, as if they never existed. So that they can be prosperous. “ ● TW have S chorally read the 2nd stanza. SW circle words in the 2nd stanza that connect to how the Cherokee are feeling. ● SW turn and talk about the words that they chose. SW assist the T in annotating the 2nd stanza by sharing their ideas. ● TW annotate their rationale ● (Why did you circle ---?) Why was that important to you? Do you have a question? ● T & SW write the last 4 lines in the “What I Read” column. ● TW ask S, “What is the author trying to tell you about the Cherokee?” ● SW discuss thoughts with their partner. <ul style="list-style-type: none"> ○ “What key words did you circle to help you with your inference?” ● Using the key words and discourse that S identified in the 2nd stanza, SW develop their inference and write it in the column, “What I Inferred.” <ul style="list-style-type: none"> ○ “What is the author trying to tell you in this 2nd stanza? Turn and talk to your partner.” ● TW have a few S share their ideas. TW redirect if necessary, go back to the text if necessary to clarify S thinking. <ul style="list-style-type: none"> ○ “The big idea of this stanza is that: The Cherokee remembered being free, but now their lives have been chosen for them.” <p>Independent Practice: TW explain that SW continue to analyze the last stanza of the poem using the 2 column notes during Independent Reading and Stations.</p>
Closure (5 minutes)		
	SL.5.2	SW share out some interesting information and supporting details they found during their independent work. (3 exs.) **While conferencing T should find a S example from the media station, independent reading as well as from the DI portion.

*Writing NVACS 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. For this reason, this writing lesson would be part of a writing unit that is related to the social studies unit referenced in the Reading Instruction portion of this lesson plan.

Writing Instruction (48 minutes)		
		Background: Class is working on a Social Studies unit about a Growing Nation.
Whole-Group Minilesson	W.5.2 W.5.7 W.5.8 W.5.9 10 mins.	Objective: SW understand that different organizational structures are used to convey a specific purpose in writing. SW know how to search for relevant information. SW determine reasons and evidence that support particular points in a text. SW write for a range of specific tasks: research of informational texts. Review <ul style="list-style-type: none"> • TW explain that over the next few weeks, SW write as historians do and write about the expansion of the Nation. • TW explain that knowledge about the topic is most important when writing a research paper • TW ask students to think about all they know about the early Republic and the expansion of the Nation. • T & SW write a word or phrase on each stickie-note that represents what they know about the expansion of the Nation (2 mins.) • TW explain that each of the stickies could represent many subtopics about a growing nation that students can include within their piece. Teach <ul style="list-style-type: none"> • TW explain that researchers organize their knowledge (what students have written on stickies) into categories or what we call subtopics. • TW explain that in order to get ready to write the information book, we must set up our pages (each subtopic will become a chapter). Research writers organize their work as they go. Model <ul style="list-style-type: none"> • TW display stickies on chart paper so all S can see them and a booklet made of several pages. • TW invite students to help organize stickies on the chart paper. <ul style="list-style-type: none"> ○ Think aloud, "What goes under one topic and what is one topic by itself?" • Call for volunteers to share suggestions for organizing. Ask guiding questions: <ul style="list-style-type: none"> ○ "What could my subheading be for that section?" ○ "Does anyone see the way _____ fits with another topic?" ○ "What do you think about putting _____ with _____?" • TW think aloud, "I will need to make some more stickies for _____. I already know some of what I will include on those stickies."

		<p>Guided Practice</p> <ul style="list-style-type: none"> • TW distribute the 4-5 page booklets to each S. • SW begin to organize their stickies in their booklets. <ul style="list-style-type: none"> ○ Stickie at the top of a page if it is a section heading. ○ Stickie in the middle of the page if it is a point found within a subtopic. • TW explain that students will need more stickies and even perhaps more pages, because information writers get new ideas and change plans as they go, but these booklets will help students plan their drafts. • TW explain that tomorrow SW write a quick draft research report to help them know what they need to research further.
Small-Group/ Independent Work	30 mins.	<p>Group & Independent Practice</p> <ul style="list-style-type: none"> • SW organize stickies and add stickies and pages to their booklets as they go. • TW encourage students to share information with each other and to look through books to get some more ideas. <p>*TW circulate and confer with individuals or small table groups.</p>
Closure/Share	<p>SL.5.1c</p> <p>5-10 mins</p>	<p>** TW suggest that one way to get ready for tomorrow’s quick draft is by sharing their plan with their writing partner and get feedback</p> <ul style="list-style-type: none"> • SW share their plan with a partner. TW model this dialog first whole group with another student. <p>Partner Feedback</p> <ul style="list-style-type: none"> • “Here’s my plan for writing so far, what do you think?” <p>Closure</p> <p>TW remind students that tomorrow they will write a quick draft about the Expansion of the Nation. Come prepared with plans (stickies). If they forget their plans, they will have to write without that support.</p>
		*Strategies modified from <i>Units of Study in Opinion, Information, and Narrative Writing</i> , Calkins, Lucy (978-0325-04741-6)