# Unit Plan for Informational Reading: Key Ideas & Details

| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
|---|---|---|---|---|
| Key Ideas and Details:<br>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.<br>Craft and Structure:<br>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | I can use evidence from the text to help support my reading comprehension responses.<br><br>I can identify the main ideas and key details in an informational text.<br><br>I can use the main ideas and key details to summarize an informational text.<br><br>Considering the main ideas and key details of informational texts I've read, I can explain relationships and make connections between concepts.<br><br>I can use context clues to understand the meaning of general academic and domain-specific words and phrases I've read in an informational tex.. | Overview of Unit & Pre-Assessment Exam | Set out large pieces of Post-It paper around the room with each end-of-unit learning target written on the top of each paper.<br><br>Then, have students get into small groups and go around the room writing down their thoughts about each learning target.<br><br>After each group has addressed each learning target, stop and discuss them together.<br><br>To wrap up, each student will go back to their seat and complete the first two columns of their individual KLW charts.<br><br>Then, each student will complete the pre-assessment exam | Pre-Assessment Exam<br><br>Note: We will go over the pre-assessment results together as soon as they are graded and ready to return to students. |

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| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | I can explain the criteria needed to make reading comprehension responses strong. | Mini-Lesson: How to Support Comprehension Responses with Strong Text Evidence (I do) | Briefly discuss criteria needed to make reading comprehension responses strong. Have students record a bulleted list of criteria in their reading journals as provided by the teacher. Then read aloud "A Life in the Woods" in the RWW textbook. Present a question related to the text and model how to respond using strong text evidence. Have students' copy expert response in their own reading journal underneath the criteria list. Go back to criteria list and have students check the response to ensure it meets the expectations. | Exit Ticket |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | I can explain how to use context clues in order to determine the meaning of unfamiliar words. | Mini-Lesson: How to Use Context Clues to Determine Vocabulary (I do) | Have students share strategies they know for determining the meaning of unfamiliar words. Then, discuss what they know about using context clues.<br><br>Reread "A Life in the Woods" and have students record any unfamiliar words. Then, using the words students generate, model how context clues can be used to determine the meaning of unfamiliar words.<br><br>*Complete LT Tracking Sheet & update KWL chart | Exit Ticket |

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| | I can understand the expectations for online discussions and participate in the development of a classroom rubric. | Mini-Lesson: Expectations for Online Discussions, Develop Class Rubric Together | Have class discussion on online discussion etiquette. Record what students share about the rules for online discussions.<br><br>Then, using their ideas, generate a rubric/guidelines for online discussions. Each student will be given a copy of the rubric to house in his or her binders. | Haiku Discussion – Students will pick from one of the two prompts to respond to and then respond to at least one other person post in their discussion group.<br><br>Prompts:<br><br>What advice would you give to a new student about how to write a strong reading comprehension response?<br><br>OR<br><br>What advice would you give to a new student about how to use context clues to determine the meaning of unfamiliar words? |

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| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | With support, I can use evidence from the text to help support my reading comprehension responses. | Supporting Comprehension Responses with Strong Text Evidence (We do) | Review criteria list for supporting reading comprehension responses with strong text evidence. Then read together "Fantasy Becomes Fact" in the RWW textbook. After reading, present a question about the text to the class and work together to form a response that adheres to the expectations for reading responses. Students' work will be completed in their reading journals. | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | With support, I can use context clues to understand the meaning of general academic and domain specific words and phrases I've read in an informational text. | Using Context Clues to Determine Vocabulary (We do) | Review how to use context clues to determine unfamiliar vocabulary. Then, re-read "Fantasy Becomes Fact" and have students jot down unfamiliar vocabulary words in their reading journals. Using their lists, work as a class to determine the meaning of the unfamiliar words. Record definitions in reading journals.<br><br>Then, using the words from the text, play a game of vocabulary charades to deepen understanding of words' meaning.<br><br>*Complete LT Tracking Sheet & update KWL chart | |

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| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | With a partner, I can use evidence from the text to help support my reading comprehension responses. | Supporting Comprehension Responses with Strong Text Evidence (You do together) | Present students with two or three reading comprehension questions related to the text they will read. Have students record the questions in their reading journals.<br><br>Then, have students get into pairs and read "Camping with the President" in the LA textbook.<br><br>After finishing the text, have students work with their partners to respond to the questions presented at the start of the lesson. Each student will record their own responses in their own reading journal. | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | With a partner, I can use context clues to understand the meaning of general academic and domain specific words and phrases I've read in an informational text. | Using Context Clues to Determine Vocabulary (You do together) | While reading the text, students will also be jotting down unfamiliar vocabulary words in their reading journals. They will stop and discuss the meaning of unfamiliar words, recording definitions for them by using context clues. Then, each pair will verify their definitions using a dictionary.<br><br>*Complete LT Tracking Sheet & update KWL chart | |

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| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | I can use evidence from the text to help support my reading comprehension responses. | Supporting Comprehension Responses with Strong Text Evidence (You do alone) | Have students read, "Swim with Seahorses" from the September *National Geographic Explorer* magazine independently.

Then, have them answer two or three questions about the text, using strong text evidence to support their responses. Responses will be completed in reading journals & turned in for a grade. | Journal Entry #1 |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | I can use context clues to understand the meaning of general academic and domain specific words and phrases I've read in an informational text. | Using Context Clues to Determine Vocabulary (You do alone) | While reading "Swim with Seahorses" students will also be recording unfamiliar words and using context clues to determine the meaning of those words. Their definitions will be submitted for a grade along with their responses to reading comprehension questions.

*Complete LT Tracking Sheet & update KWL chart | |

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|---|---|---|---|---|
| | I can understand the expectations for self-assessing my understanding of the LTs and participate in the development of a classroom rubric. | Mini-Lesson: Expectations for Self-Assessing, Develop Class Rubric Together | Have class discussion on self-assessment. Record students' thoughts about self-assessment. Then, using their ideas, generate a rubric/guidelines for self-assessing. Provide each student with a copy of the rubric to house in his or her binder. | Week 1 Self-Assessment |
| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | I can explain the differences between a main idea and key detail and explain how you can use key details to determine a text's main idea(s). | Mini-Lesson: How to Determine Main Ideas vs. Key Details (I do)  (Determining Vocab. Embedded) | Have a class discussion on the differences between a main idea and a key detail. Discuss how you can determine a text's main idea by using key details.  Then read aloud "Patterns of Change" in the RWW textbook and model how to pull the key details, using those to determine the main idea of the text. Have students record the key details and the main idea in their own reading journals for an expert model. (Two-Column noting taking will be used as a way to organize work).  *Complete LT Tracking Sheet & update KWL chart | Exit Ticket |

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| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | With support, I can identify the main ideas and key details in an informational text. | Finding Main Ideas Supported by Key Details (We do)<br><br>(Determining Vocab. Embedded) | Review the difference between main ideas and key details and how to find main ideas supported by key details.<br><br>Then, read together "Gulf Spill Superheroes" in the RWW textbook.<br><br>After reading through once, go back and read again with the focus of pulling out critical key details. Have students record their details in their reading journals written onto the left side of their two-column notes.<br><br>Then, using the details, work as a class to come up with the main idea of the text and record on the right side of the notes page.<br><br>*Complete LT Tracking Sheet & update KWL chart | Haiku Discussion - Students will respond to one of the following prompts and then will write a response back to at least one other person in their discussion group.<br><br>Prompts: What is the difference between a main idea and a key detail? Explain how you can use key details to determine a text's main idea.<br><br>OR<br><br>Justify and explain how changing key details would change the main ideas of a text. |

| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | With a partner, I can identify the main ideas and key details in an informational text. | Finding Main Ideas Supported by Key Details (You do together)<br><br>(Determining Vocab. Embedded) | Have students get into groups of 4 and read "Winter's Tail" in the LA textbook by participating in reciprocal teaching.<br><br>Lead roles will include: reader, note-taker, vocabulary master, presenter of learning<br><br>After reading through the text once, have groups go back and reread while jotting down the key details on the left side of their two-column notes page in their reading journals.<br><br>Then, using their key details, have the groups work together to determine the main idea of the text.<br><br>Students will present their learning to the rest of the class at the end of the lesson.<br><br>*Complete LT Tracking Sheet & update KWL chart | |

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|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | I can identify the main ideas and key details in an informational text. | Finding Main Ideas Supported by Key Details (You do alone)<br><br>(Determining Vocab. Embedded) | Have students read "Helping Hands" in the LA textbook independently.<br><br>After reading text once, have students go back and reread while taking two-column notes on the main idea and key details. This activity will be completed in students' reading journals and will be submitted for a grade.<br><br>*Complete LT Tracking Sheet & update KWL chart | Journal Entry #2<br><br>Week 2 Self-Assessment *(Completed after Journal Entry 2 is returned with feedback from teacher.)* |

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| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | I can explain how to use the main ideas and key details to summarize an informational text | Mini-Lesson: How to Write an Effective Summary (I do)<br><br>(Determining Vocab. Embedded) | Have a class discussion on characteristics of strong summaries. Record students' thinking on chart paper.<br><br>Based on the students' ideas, create a checklist for writing a strong summary. Have students copy the checklist in their own reading journals.<br><br>Then, discuss the steps you can take to write a strong summary which include finding the main idea and key details and using those to develop a summary of the text.<br><br>After that, read aloud "Frederick Douglass: Freedom's Voice" in the RWW textbook. After reading, model how to write a summary of the text using the steps discuss earlier. Once the summary is written, have students go back and check it against the checklist for quality. Have students copy the expert summary into their own reading journals.<br><br>*Complete LT Tracking Sheet & update KWL chart | Exit Ticket |

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| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | With support, I can use the main ideas and key details to summarize an informational text. | Summarizing Informational Texts (We do)<br><br>(Determining Vocab. Embedded) | Review the characteristics of a strong summary and how write a strong summary.<br><br>Then, read together "Power From Nature" in the RWW textbook.<br><br>Using two-column notes, jot down the main idea and key details from the text (everyone will be writing in their own reading journal).<br><br>Then, using the notes, work together to write a summary of the text. Go back to the checklist and verify the quality of the summary.<br><br>*Complete LT Tracking Sheet & update KWL chart | Haiku Discussion – Students will respond to the prompt and also respond to at least one other group member's post.<br><br>Prompt: Explain to your parents how to write a strong summary of an informational text. |

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|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | With a partner, I can use the main ideas and key details to summarize an informational text. | Summarizing Informational Texts (You do together)<br><br>(Determining Vocab. Embedded) | With a partner, students will read "Rosa" in the LA textbook. Together, they will record the main ideas and key details form the text and then using their notes, write a summary of the text.<br><br>Then, they will partner with another pair and review their notes and summaries.<br><br>Working together in their small groups, students will put together a sliding tableau that illustrates the main points from the text as captured in their summaries. They will use their bodies to create a picture of main ideas. Once ready, each group will perform their sliding tableau for the class and will explain how their tableau represented their summaries.<br><br>*Complete LT Tracking Sheet & update KWL chart | |

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|---|---|---|---|---|
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | I can use the main ideas and key details to summarize an informational text. | Summarizing Informational Texts (You do alone)<br><br>(Determining Vocab. Embedded) | Have students independently read "Our Voices, Our Votes" in the LA textbook.<br><br>Then, have them take two-column notes on the main idea and key details, using those notes to write a summary of the text in their reading journals.<br><br>Before turning reading journals in for a grade, students will check their summaries against the checklist developed a few days earlier to ensure quality of work.<br><br>*Complete LT Tracking Sheet & update KWL chart | Journal Entry #3<br><br>Week 3 Self-Assessment *(Completed after Journal Entry 3 is returned with feedback from teacher.)* |

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|---|---|---|---|---|
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Considering the main ideas and key details of informational texts I've read, I can explain how to determine relationships and make connections between concepts | Mini-Lesson: How to Compare Ideas/Concepts in Informational Texts (I do)<br><br>(Determining Vocab. Embedded) | Using the previous two texts "Rosa" and "Our Voices, Our Votes" from the LA textbook, compare texts' ideas/concepts. Model for students how comparisons can be made between two texts, jotting down observations in reading journals.<br><br>*Complete LT Tracking Sheet & update KWL chart | Exit Ticket |
| CCSS for Informational Texts | Learning Targets | Lesson Description | Activities | Assessment |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Considering the main ideas and key details of informational texts I've read, I can explain relationships and make connections between concepts | Comparing Ideas/Concepts in Informational Texts (We do)<br><br>(Determining Vocab. Embedded) | Taking the article "Just Like Earth?" from the September *National Geographic Explorer* magazine, together we will compare a landscape feature of Earth to that of another planet or the moon. We will use a Venn diagram to organize our thinking and draw conclusions.<br><br>The lesson will open with a short video that introduces the topic of planets.<br><br>*Complete LT Tracking Sheet & update KWL chart | Haiku Discussion – Students will respond to the prompt in addition to responding to at least one group members post.<br><br>Prompt: How might a Venn diagram help you to compare individuals, events, ideas or concepts? |

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| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Considering the main ideas and key details of informational texts I've read, I can explain relationships and make connections between concepts | Comparing Ideas/Concepts in Informational Texts (You do together)<br><br>(Determining Vocab. Embedded) | In partners, have students read two short articles on transportation, "The Future of Transportation" and "Getting From Here to There"<br><br>Then, have students work with their partner to determine how the facts presented differently in each text about transportation AND determine the purpose of each text. Students will record their thinking in their reading journals.<br><br>*Complete LT Tracking Sheet & update KWL chart | |

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|---|---|---|---|---|
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Considering the main ideas and key details of informational texts I've read, I can explain relationships and make connections between concepts | Comparing Ideas/Concepts in Informational Texts (You do alone)<br><br>(Determining Vocab. Embedded) | Selecting a single text or two different texts we've read during the unit (with the exception of the ones we used to practice this learning target), students will explain the relationships or interactions between the texts' individuals, events, ideas OR concepts. Students will record their work in their reading journals which will be submitted for a grade.<br><br>*Complete LT Tracking Sheet & update KWL chart | Journal Entry #4<br><br>Week 4 Self-Assessment *(Completed after Journal Entry 4 is returned with feedback from teacher.)* |

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| Key Ideas and Details: <br> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <br> 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <br> 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <br> Craft and Structure: <br> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | I can use main ideas and key details from a text to help support my reading comprehension responses <br><br> I can identify the main ideas and key details in an informational text <br><br> I can use the main ideas and key details to summarize an informational text <br><br> Considering the main ideas and key details of informational texts I've read, I can explain relationships and make connections between concepts <br><br> I can use context clues to understand the meaning of general academic and domain-specific words and phrases I've read in an informational text | Review of unit learning targets | Students will get into small groups and be assigned one of the 5 unit learning targets. In their groups, they will develop an infomercial that re-teaches the big ideas from that part of the unit. <br><br> Before diving in, we will watch a short infomercial and analyze it for the purpose of understanding what makes an infomercial effective. <br><br> Then, students will get into their groups and begin developing their infomercial. Their goal will be to "sell" their classmates on the big ideas. They'll focus on how to successfully meet the learning target and characteristics of the skill. <br><br> Once finished and ready to present, each group will present their work to the class. Following each group's presentation, we will debrief about the learning target. <br><br> *(Note: I hope to get a video camera and video each group's performance and then we can play them back so everyone can see their work).* | |

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