

Determining Importance



The modern world is inundated by "Facts." Television, the Internet-more information than your grandparents every imagined-is at your fingertips with the click of a button. But there's a big difference between information and knowledge. As a friend once said," We have an abundance of information, but information alone is meaningless. It has to be thought about and organized and then internalized, and then maybe you will end up with knowledge."

7 Keys to Comprehension - Susan Zimmerman and Chryse Hutchins

<p>Prior Knowledge: What prior knowledge about comprehension do students need to have before entering this Unit of Study?</p>	<ul style="list-style-type: none"> • Making connections/schema • Monitoring for meaning • Understand genre • Asking Questions
<p>Definition What is Determining Importance?</p>	<p>Informational text encompasses many genres (e.g. memoir, informational text, newspapers, and biographies). This unit focuses on reading informational texts.</p> <p>Informational texts primary purpose is to communicate information on a particular topic. Informational text includes both facts and opinions and has text features such as: index, graphs, photographs, captions and can be organized in a variety of ways: sequential, problem/solution, question/answer, compare/contrast, etc.</p> <p>When reading informational text, good readers think about the key concepts in the text. They can identify new learning and think about what information the author is trying to communicate. This is called determining importance.</p>
<p>Concepts to Teach What are the important concepts that you will teach within this Unit of Study</p>	<ol style="list-style-type: none"> 1. What is nonfiction? 2. Identify and use text features of nonfiction 3. Understand a variety of text structures of nonfiction. 4. What is determining importance? 5. Use skimming and scanning to determine important concepts. 6. Identifying new learning 7. Sorting interesting versus important information 8. Asking Questions to Determine Importance 9. Asking Questions to Clarify 10. Thick and Thin Questions 11. Note Taking. Facts, Questions, Responses. 12. Note Taking: Writing it in your own words 13. Reading to build background knowledge. 14. Note Taking: Topics Versus Details 15. Using our own questions to dip in and out of the text. 16. Inferring to answer questions 17. How do readers use outside resources to find answers to questions not found in an informational article? 18. Determining a fact versus an opinion 19. Identifying author's message or intent 20. Defending your opinion

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<i>Anchor Charts</i>	<ul style="list-style-type: none"> • What have we learned about reading nonfiction? • Text Features of Nonfiction • Ways Nonfiction Text is Organized • What is determining importance? • Ways readers determine importance. 	
<i>Ways to Record Thinking Graphic Organizers, Post-its, Journals</i>	<ul style="list-style-type: none"> • Post-its • Reading Log • Reading Response Journal • Two column Charts 	
<i>Small Group</i>	<i>Text/Level</i>	<i>Concept</i>
<i>Independent Reading Conference Points</i>	<ul style="list-style-type: none"> • Show me what you did when you began reading this book. • How is this book different from a fictional text? • Let's read this page together. What is important to remember? How do you know? • How did you determine the key concepts in this piece? • What did you know about this topic? What have you learned? How has your schema changed? • What prior knowledge did you have? How did it help you understand the story better? • What were you wondering about this topic? What did you want to learn? ▪ Did you ask any questions today? ▪ What are you wondering about this topic? • When do you ask questions in every day life? • Are there any confusions you need to clarify? • How does asking questions help you as a reader? • How does thinking about topics and details help you as a reader? • What other sources might you use? • What is your big idea or message? 	
<i>Evidence of Understanding and Independence (Oral and written)</i>	<p><i>Journal Responses</i></p> <ul style="list-style-type: none"> • Describe how your nonfiction text is organized. What clues in the text helped you to know that? • I knew_____ . Now that I have read, I now know_____. • My questions before, during and after reading. • I learned_____. • How does determining importance help you as a reader? • Describe the steps you take before you begin reading a piece of nonfiction. • What do you want to learn about this topic? • What surprises you about your topic? • What is your big idea about your topic? 	

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<i>Celebrations of Learning</i>	<ul style="list-style-type: none">• Student created non-fiction posters• Student created oral or written reports• Students using their knowledge to create or make a change in the world. (e.g. raising money to protect endangered animals, building a solar oven after studying it)
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Anchor Lesson: 1. What is nonfiction?

Title of Text	Lesson Plan	Notes to Build Next Lesson
Select the materials	Text: Nature Spy Someday a Tree, Eve Bunting	Read _____ during a previous lesson
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>Authors write different types of text. These different types of texts are called genres. A strategy good readers use is to think the genre (or type of book it is) before they begin reading. When you think about the genre you know what strategies you need to use when reading the text. Today we are going to look at a new genre - informational text and begin to build our schema for this genre.</i>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Watch me as I read this piece of nonfiction text. Watch how I notice things that are different from this fictional story we read yesterday. They are both about nature but watch how I notice differences in the words and in the illustrations. (Point out the photographs, bold print, etc...)</i> <i>Model for the first few pages in the book. Record your ideas on chart paper.</i>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Turn to the next page in the text. Read the page to the students and ask the students to identify some of the features of nonfiction.	
Provide Independent practice Remind students before they go off to read ... <i>"When you go to IR try ..."</i>	<i>Today at independent reading, I would like you to work with your partner. I have selected a fiction and nonfiction book on the same topic for each of you to read. Please read the fiction book and then read your nonfiction book. As you read your nonfiction book, please write down anything you notice about nonfiction.</i>	
Conference Points	<ul style="list-style-type: none"> • <i>What have you noticed about your nonfiction book?</i> • <i>Show me the place in the text where you</i> 	

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Anchor Lesson: 1. What is nonfiction?

	<p><i>noticed something different.</i></p> <ul style="list-style-type: none">• <i>How is your fiction book different from your nonfiction book?</i>• <i>Tell me what you notice about the illustrations.</i>• <i>Tell me what you notice about the words.</i>	
Share/reinforce	<p><i>Let's share what different partnerships learned about nonfiction. Please tell us one thing you noticed about reading nonfiction text.</i></p>	

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Anchor Lesson: 2. Identify and use text features of nonfiction

Title of Text	Lesson Plan	Notes to Build Next Lesson
Select the materials	Informational text from science/social studies content area	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>We are learning that authors write different genres or types of text. We are learning about one genre: informational text. There are certain text features that are often found in informational text. It is important to know how to use these features to help you understand this genre.</i></p> <p>Introduce the text.</p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>As I read the text, I am going to show you the different features the author has used in this piece. I will show you how I would use these features to support my understanding of the text.</i></p> <p>Model: Ask you read, point out features such as index table of contents, glossary, photographs, captions, subheadings, maps, graphs, etc. Name these features and demonstrate how you use them when reading informational text.</p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Have students look at the enlarged text in pairs and discuss how a particular feature helped support their understanding of the meaning of the text.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>When you go to Independent Reading today, think about the features you are finding in the nonfiction piece you are reading. Try to identify the features and then use them to help you understand the text and think about what the author is trying to teach us.</i>	
Conference Points	<ul style="list-style-type: none"> • Is there a feature that you have found? • What feature is helping you? • How did you use this feature to help you understand the text? 	

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Anchor Lesson: 2. Identify and use text features of nonfiction

Share/reinforce	<i>Share some examples of features you found in the text you are reading and how this feature helped you as a reader.</i>	
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Anchor Lesson: 3. Understand a variety of text structures of nonfiction.

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials Choose a text that supports the strategy.	Science or Social Studies Content Area texts that show one type of text structure (Sequential, Description, etc.) Texts: Habitats of the World/Deserts	Repeat this lesson with several different nonfiction text structures.
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<i>We are learning that authors write different genres or types of text. We are learning about one genre: informational text. Over the past few days, we learned about some of the text features that are often found in informational text. Today we are going to learn about the different ways informational text can be organized. When an author writes informational text, s/he decides how to organize the information. The author decides whether to put the information in order (first, next, then), whether to put it in categories (what the animal eats, how the animal sleeps, etc.) or whether to ask a question and then give the answer (Why do owls sleep during the day?) It is important to look at both the text features and how the book is organized.</i>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	Watch me as I read this piece of informational text on the Desert. The table of contents shows me the different chapter headings. As I read through these and then look at headings in the book, I notice that the book is organized according in categories: <i>Deserts are listed first: Sahara, Gobi, Arcama</i> <i>Animals that live in the desert are listed next: Camels, Scorpions, and Gerbils.</i> <i>The book ends with plants that survive in the desert and the people that live in the desert.</i> <i>Since there are categories in this book, I think the book will describe each one of these in more detail. Now as I read it, I am going to know how to organize the</i>	

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Anchor Lesson: 3. Understand a variety of text structures of nonfiction.

	<p><i>information in my head. I am going to think about categories: Different deserts, Animals, plants and people. Thinking about how the book is organized is going to help me remember the information I learn.</i></p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Place a table of contents from another book on the overhead. Ask the students to read the table of contents with their partner and discuss how they think the book is organized. Ask students to share their reasons what clues in the table of contents help them to know how the book is organized.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading, I would like you to take a close look at the nonfiction book you are reading. Please look at the text features including the table of contents. Please notice how the book is organized before you begin reading. Please write in your reading response journal how the book is organized and the clues that help you to know.</i>	
Conference Points	<ul style="list-style-type: none">• How is your informational text organized? How do you know?• What did you notice about the table of contents?• What did you notice about the way the author organized the information?	
Share/reinforce	<p><i>Please turn to your partner and show them your nonfiction book and explain how it is organized. Please remember to share how you figured out the organizational structure.</i></p> <p>Anchor Chart: Ways Nonfiction Text is Organized</p>	

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Anchor Lesson: 4. What is Determining Importance?

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Simulation	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<i>Over the past few days, we learned about different ways informational text is organized. Today we are going to learn a strategy that good readers use when reading informational text. When good readers read informational text they cannot remember everything they read so they need to think about what to remember and what to ignore. When readers think about what to pay attention to they are determining importance. People determine what is important in their every day lives.</i>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Let's pretend for a minute that you are in a very difficult situation and you have to figure out what to do.</i> Show overhead: Locked in the School <i>Read over the list and write down 2-3 things that you would do. Think about why you chose those actions.</i>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<i>Turn to your partner and explain your decisions and your reasoning behind them.</i> <i>In this example, you had to determine what was important. You were in a situation and you needed to sort through all of your options to figure out what was important. Good readers do the same thing when they read. Readers make decisions about what they will remember and what they will ignore.</i>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."		
Conference Points		
Share/reinforce		

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Anchor Lesson: 4. What is Determining Importance?

Locked in the School at Night - What are you going to do?

- ❖ Look for food in the cafeteria.
- ❖ Do your homework.
- ❖ Find a comfortable couch and a few blankets.
- ❖ Search for an open window.
- ❖ Search for a key to the office so you can use the phone.
- ❖ Scream for help.
- ❖ Go to sleep.

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Anchor Lesson: 5. Use Skimming and Scanning to Determine Important Concepts

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Enlarged piece of informational text (overhead)	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>We are learning strategies for reading informational text. When reading informational text readers need to determine what is important. A reader cannot remember all of the ideas in the text, so you must figure out what is the important information. One way readers determine importance is to pay attention to the text features and the text structure (the way the text is organized). When good readers begin reading a piece of informational text, they scan the page and look at the text features and the way the text is organized to help them figure out what they are going to learn and what is important.</i></p> <p><i>Introduce the text.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>If this piece of text were fiction, I would simply begin reading at the top, but when I read informational text, I read it differently. Before I read an informational text piece I am going to look at all of the text characteristics so that I have some ideas what is going to be important. If I do this before I read it helps me to pay attention to what is important so that I can remember it longer.</i></p> <p><i>Watch me scan the page. (Read aloud the bold print, headings, captions, look at the table of contents and notice text structure, etc.) Now that I have done that I am going to ask myself, "what am I going to learn?"</i></p>	

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Anchor Lesson: 5. Use Skimming and Scanning to Determine Important Concepts

	<p>Record your ideas on an enlarged two-column chart. Remember to highlight the text features that helped you to figure out each of the ideas you record.</p> <p>If I overview the page first, I now have a sense of what is important and what I am going to learn.</p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p>I am going to put another piece of short text on the overhead and I want you to overview the text with a partner. Don't read the piece, just quickly scan the text. Once you have finished scanning the text, talk about what you are going to learn when you read it?</p> <p>Have students share what they thought they were going to learn and to highlight (circle on the overhead), the text characteristics that helped them to figure out that idea.</p>	<p>During future lessons, ask students to complete the two-column sheet.</p>
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ... "	<p>Today at independent reading, I would like you to read your nonfiction piece. Before you start reading, overview the text so that you can figure out what is going to be important and then ask yourself, "What am I going to learn? What is going to be important?"</p> <p>Ask students to record their ideas on the two-column sheet.</p>	
Conference Points	<ul style="list-style-type: none">• Show me how you scan the text?• How did you figure out what you were going to learn?• How did you know what was important?	
Share/reinforce	<ul style="list-style-type: none">• How did scanning the text help you read nonfiction?• Add ideas to the anchor chart: Ways to Determine Importance	

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Anchor Lesson: 5. Use Skimming and Scanning to Determine Important Concepts

Determining Important Concepts

Scan the text - What am I going to learn?	Read the text - What did I learn? Record Interesting Ideas/New Learning

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Anchor Lesson: 6. Identifying New Learning

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Text	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>When reading informational text, good readers know that they can't remember everything. Good readers determine what is important in the text. We know that readers scan the text by paying attention to the text features and the way the text is organized. Today I want to show you another way to figure out what is important by reading and paying attention to the new ideas in the text.</i></p> <p><i>Introduce the text.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Watch me. I am going to read this piece of text. Before I read, I will scan the text and then figure out what I am going to learn. Now I will read this piece and only write down new ideas. I can't write down everything so I need to think about what is important for me to remember. The ideas I want to remember are going to be new learning for me.</i></p> <p><i>Read the piece. Highlight small sections that are new learning for you. Discuss how sections that students will underline will be different depending on the schema they bring to the text.</i></p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p>Work with a partner to read a new piece of text.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Scan the text. 2. How is the text organized? 3. Read the article and record new learning. 	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<p><i>During independent reading, I want you to read to determine importance by scanning the text and writing down your new learning. Record your new learning on a post-it note, 2-column chart, or in your reader response notebook</i></p>	
Conference Points	• Show me how you scan the text?	

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Anchor Lesson: 6. Identifying New Learning

	<ul style="list-style-type: none">• How did you figure out what you were going to learn?• How did you know what was important?• What is new learning for you?	
Share/reinforce	<p><i>Please show us how they identified new learning and places they decided to skip because they already knew that information?</i></p> <p>Add ideas to the anchor chart: <i>Ways to Determine Importance.</i></p>	

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Anchor Lesson: 7. Sorting Interesting Versus Important Information

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Text	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p>Yesterday discussed how to identify new learning in a piece of text. Today I want to show you how to take the new ideas we have learned in the text and identify what is important. Good readers are able to figure out what are the important concepts or big ideas in the text.</p> <p>Introduce the Text.</p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p>Watch Me.</p> <p>I am going to read this piece of text, and write down all of the ideas that are new to me. These ideas I am going to put in the first column titled, "New Learning or Interesting Ideas."</p> <p>Read article and write brief notes on two-column sheet.</p> <p>Now that I have identified all of the interesting ideas, I need to figure out what is truly important to remember. I am going to read the column of interesting ideas and ask myself, "What does the author want me to learn? What important ideas have I learned?"</p> <p>Now I will write the big ideas in the next column. When I think about what is important after I read a piece of text, it helps me to know what to remember.</p> <p>It is important to notice we have recorded more information in the "interesting" column in the "important column." In any piece of text, there might be lots of interesting ideas, but only a few truly important concepts to remember.</p>	
Provide guided practice Invite the students to	I would like you to work with a partner to read the next page of this article. After	

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Anchor Lesson: 7. Sorting Interesting Versus Important Information

practice the strategy with teacher guidance.	<i>you have read the article, I would like you to write down interesting ideas (new learning). Once you have these ideas recorded, reread your list and talk to your partner about what concepts should be placed in the important column.</i>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ... "	<i>Today at independent reading, I would like you to keep track of the interesting ideas (new learning) on this two-column sheet. After you have finished reading, reread your interesting ideas column and then decide what the important ideas in the text are.</i>	
Conference Points	<i>How did you decide what is interesting versus what is important?</i>	
Share/reinforce	<i>Turn and talk with your readers. Add ideas to the anchor chart: Ways to Determine Importance</i>	

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Anchor Lesson: 7. Sorting Interesting Versus Important Information

Scan the Text	Read the Text	Reread Column 2
What am I going to Learn?	Record interesting ideas/new learning	What are the important ideas or concepts?

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Anchor Lesson: 8. Asking Questions to Determine Importance

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Text	
Name the strategy. Explain. <i>"I have noticed that..."</i> <i>"A strategy good readers use is..."</i> Introduce the Text.	<p><i>Asking questions helps a reader set a purpose for his/her reading. You think about the topic you are about to read and think about what you would like to learn about this topic. These questions help you search for information as you read. Let me show you how.</i></p> <p>Introduce the title of the text you are going to use.</p>	
Demonstrate the strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p>Place the text on the overhead so students can see it.</p> <p><i>Before I read the text, I am going to think about the topic of the piece. I am going to think about what I know about this topic and what I would like to learn or what I am wondering about.</i></p> <p>Model: Think aloud the questions you have about this topic and what interests you about the piece. Share a few questions you have and document them on an enlarged chart. Read the text and think aloud about how you search for answers and interact with the text to construct meaning. Record your thinking on the chart. Read on, think aloud, and record information you find on the chart.</p>	
Provide guided practice. Invite the students to practice the strategy with teacher guidance.	Read aloud another sections of the text and invite students to share how they search for information as they read or other questions that come up. Record their ideas/questions on chart.	
Provide independent practice. Remind students before they	<i>When you go to Independent Reading today, think about the questions you have before you begin to read. Try to notice and remember how you searched</i>	

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Anchor Lesson: 8. Asking Questions to Determine Importance

go off to read. "When you go to I.R. try..."	<i>for answers to your questions. You can use post-it notes to write your questions. Good readers ask questions before they read.</i>	
Conference Points	<ul style="list-style-type: none">▪ <i>Did you ask any questions today?</i>▪ <i>What are you wondering about this topic?</i>▪ <i>When do you ask questions in every day life?</i>	
Share/Reinforce	Have two students share any questions they made while reading. Remind students how their questions helped them understand the text better. Add ideas to the anchor chart: Ways to Determine Importance	

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Anchor Lesson: 9. Asking Questions to Clarify a Confusion

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials. Choose a text that supports the strategy.	Text:	
Name the strategy. Explain. "I have noticed that..." "A strategy good readers use is..." Introduce the Text.	<p><i>Good readers not only ask themselves questions before they read, but also while they are reading. Readers ask questions while they read to help them clarify something when they are confused. Let me show you how.</i></p> <p>Introduce the text.</p>	
Demonstrate the strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Readers are always thinking about what they read. If something is confusing or unclear, you should stop reading and clarify your confusion before continuing.</i></p> <p>Model: Think aloud as you read about a confusion you have and demonstrate the reading work you would do to clarify that confusion (rereading, reading around a word, seeking help, using the dictionary, getting more background knowledge).</p> <p><i>"Clarifying my confusion will help me understand the text better because I will understand why the author put the information in the text. Good readers always make sure they understand what they are reading and say, 'Huh?' to themselves if they are confused."</i></p>	
Provide guided practice. Invite the students to practice the strategy with teacher guidance.	Read aloud another section of the text and invite students to ask questions to clarify any confusions they have. Record their questions on an enlarged chart.	
Provide independent practice.	<p><i>When you go to Independent Reading today, think about what you are reading and if you are confused at any time, say "Huh?" to yourself. Stop and do some reading work to</i></p>	

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Anchor Lesson: 9. Asking Questions to Clarify a Confusion

Remind students before they go off to read. "When you go to I.R. try..."	<i>yourself. Stop and do some reading work to clarify your confusion." You can use this chart to record your questions and the strategies you used to clarify.</i>	
Conference Points	<ul style="list-style-type: none">▪ <i>What are the questions you asked?</i>▪ <i>What are you wondering about this topic?</i>▪ <i>Have you found/recorded any answers to your questions?</i>▪ <i>Are there any confusions you need to clarify?</i>	
Share/ Reinforce	<ul style="list-style-type: none">▪ Have students share questions they asked while they were reading to clarify confusions.	

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Anchor Lesson: 10. Thick and Thin Questions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials. Choose a text that supports the strategy.	Text:	
Name the strategy. Explain. <i>"I have noticed that..."</i> <i>"A strategy good readers use is..."</i> Introduce the Text.	<p><i>Readers ask themselves different types of questions. Some questions are clarifying questions - thin - and some are deeper global questions - thick. Readers can usually find the answers to thin questions easily, but thick questions usually require thought and discussion to answer. Some questions are not answered in the text and the reader is left wondering after the piece is finished.</i></p>	
Demonstrate the strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<p>Read aloud a short piece of informational text and ask the students to record questions on post-its as you are reading. Ask a few students to share their questions and discuss which questions are thick and which are thin.</p> <p><i>"Good readers think about the types of questions they are asking. Asking global or thick questions helps us to think more deeply about a topic or an idea. When we think deeply we understand and enjoy the text more. Asking questions helps us learn while we read."</i></p>	
Provide guided practice. Invite the students to practice the strategy with teacher guidance.	Have students partner read an informational article to record their questions while reading. After students have finished ask students to sort the questions into thick and thin questions.	

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Anchor Lesson: 10. Thick and Thin Questions

Conference Points	<ul style="list-style-type: none">▪ <i>What are the questions you asked?</i>▪ <i>Have you found/recorded any answers to your questions?</i>▪ <i>Are the questions you recorded thick or thin questions?</i>▪ <i>How does asking questions help you as a reader?</i>	
Share/ Reinforce	<ul style="list-style-type: none">• Have students share some examples of thick and thin questions they asked.• Have students discuss the differences between thick and thin questions.• Discuss how asking questions helps you as a reader.• Add ideas to the anchor chart: Ways to Determine Importance	

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Anchor Lesson: 11. Note Taking: Facts, Questions, Responses

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Text	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>We have been learning that one way good readers determine importance is by asking questions before they read and then searching for an answer. Good readers collect important facts and ask questions while they read too. This helps the reader to think about what they are learning and wonder more about the information in the text.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Watch me as I read this informational text.</i></p> <p>Introduce the FQR form.</p> <p><i>I am going to record important facts, ask questions while I read and even record some of my thoughts and opinions.</i></p> <p>Model completing the FQR. Encourage the students to complete their own form as they watch you so that they understand how to record multiple types of information.</p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Ask students to partner read the next few paragraphs of the article with a buddy and fill out any information on the FQR form. Encourage students to talk about what they wrote.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading, I would like you to read your informational text and record your facts, questions and responses.</i>	
Conference Points	<ul style="list-style-type: none"> • What important facts have you recorded? • What questions have you been thinking about while reading? • 	
Share/reinforce	<i>Please share with us some of your facts, questions and responses from your own reading. How did thinking about facts, questions and responses help you as a reader?</i>	

Unit of Study: Determining Importance

Anchor Lesson: 11. Note Taking: Facts, Questions, Responses

Name: _____ Date: _____

Title of Text: _____

Facts	Questions	Responses

Unit of Study: Determining Importance

Anchor Lesson: 12. Note Taking: Writing it in your own words

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the Materials	<i>Informational Text</i>	
Name the Strategy. Explain. "I have noticed that..." "A strategy good readers use is..."	<p><i>We have been talking about how to take notes when reading. We can't remember everything we read so we have to figure out what is important and remember that information.</i></p> <p><i>Today I want to show you how to record important information in your own words.</i></p>	
Demonstrate the Strategy Say: Think aloud. Show: Model Explain: How this will help them as a reader.	<p><i>Watch me as I read this article. I am going to record information on the FQR form but I am not going to copy all of the words from the text. The text is too long. I am going to read the paragraph and put the important information in a 2-4 word phrase. This way I can remember the information without writing everything down.</i></p> <p><i>Model this process.</i></p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p><i>Here is another page from the text. The topic in this section of the book is _____.</i></p> <p><i>Read this page on _____ and stop and jot 2-3 word phrases that help you remember the important ideas.</i></p> <p><i>Turn to your partner and compare notes. What do you notice?</i></p>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<p><i>Today at independent reading, please continue to read your informational text and record topics/details. Please work on writing 2-4 key word phrases that help you remember the important ideas.</i></p>	
Conference Points	<ul style="list-style-type: none"> ▪ <i>What are the big topics in this</i> 	

Unit of Study: Determining Importance

Anchor Lesson: 12. Note Taking: Writing it in your own words

	<p><i>text? How did you figure it out?</i></p> <ul style="list-style-type: none">▪ <i>What details support this topic?</i>▪ <i>Show me how you record your ideas.</i>▪ <i>What 2-4 key word phrases can you write to capture that idea?</i>	
Share/Reinforce	<p><i>Turn to your partner and share a section of your notes.</i></p> <p><i>How did you decide what information to record?</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 13. Reading to build background knowledge

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Unfamiliar informational text	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>We have been talking about how readers set a purpose for their reading. The purpose for the reading the text, helps you determine what is important. Today I want to teach you how to read a piece of text when you don't know much about the topic.</i></p> <p><i>Good readers use their personal background knowledge when they read. Our background knowledge is called Schema. Readers think about their background knowledge on the topic of a text before they begin to read. If a person does not have schema for a particular topic, they get more information before they begin to read the text. It is difficult to understand a text if you have no background knowledge for the topic. Let me show you how I build background knowledge for a topic.</i></p> <p>Introduce the text and the topic of the text.</p>	During this phase of the unit, students begin researching a informational text topic that they will use for their culminating project.
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Since I don't know much about this topic, I am going to read a less complex text and learn information. When I read this text, I will read the entire book so that I can build background knowledge. I will keep track of my facts, questions and responses.</i></p> <p><i>Model: Think aloud about your background knowledge on the topic and share with the students that you do not have any personal experience with the topic of the</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 13. Reading to build background knowledge

	<p><i>text. Discuss how you may get some experience with this topic before you begin to read the text. Sources of information could be another person who has experience with the topic; a short informational piece on the topic; the internet etc. Model building your background knowledge using one of these sources.</i></p> <p><i>Now that I have this information, I can look over my notes and think about what is important, what I am still wondering...</i></p>	
Provide guided practice Invited the students to practice the strategy with teacher guidance	Ask the students to read the next few pages of the article to them. Have the students record their learning on the facts/questions/responses page.	
Provide Independent Practice	<p><i>Today at independent reading, I would like you to begin reading about a topic you are interested in learning more about.</i></p> <p><i>In order to build your background knowledge, please read the entire text. Take notes using the fact, question, response sheet.</i></p>	
Conference Points	<ul style="list-style-type: none">▪ <i>What have you learned about this topic while reading?</i>▪ <i>What are you wondering?</i>▪ <i>Now that you know something about the topic, what are you wondering?</i>	
Share/Reinforce	<p><i>Who would like to share some of the information they learned today?</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 14. Note Taking: Topics Versus Details

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Article	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is	<p><i>We have been learning how to determine importance when reading informational text because we know that good readers know that they can't remember everything so they have to determine what is important in the text. Today I want to show you how to determine importance by thinking about the how to organize the information into topics and details.</i></p> <p>Introduce the text.</p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Watch me. I am going to scan the text. I am looking at the text features and noticing the way the text is organized. Now I am thinking, "What are the big topics in this piece of text?"</i></p> <p><i>Read the piece and complete the two-column sheet. Fill in the topic section and then model how to find the details within each topic as you read.</i></p>	In subsequent lessons, teach students how to look at the topic sentences in each paragraph to understand the main topics. Continue to increase the complexity of the text using the same graphic organizer.
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p>Give the students another piece of short text.</p> <p><i>I want you to scan the text with your partner and think about what you are going to learn. Think about the big topics or ideas in the article and write them in the topic section. Then read the first two paragraphs with your partner and decide what details</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 14. Note Taking: Topics Versus Details

	<p><i>should be listed next to each topic.</i></p>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<p><i>Today at independent reading, I would like you to read your informational text. Before you start reading, scan the text. Ask yourself:</i></p> <p><i>What am I going to learn?</i></p> <p><i>What are the big topics?</i></p> <p><i>Write down the topics you think you will learn about.</i></p> <p><i>After you have written the topics, read the article and fill in some of the details</i></p>	
Conference Points	<ul style="list-style-type: none">▪ <i>What are the big topics in this text? How did you figure it out?</i>▪ <i>What details support this topic?</i>▪ <i>How does thinking about topics and details help you as a reader?</i>	
Share/reinforce	<p>Class Discussion: How does thinking about topics and details help you as a reader?</p> <p>Add ideas to the anchor chart: <i>Ways to Determine Importance</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 15. Using our own questions to dip in and out of the text

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials Name the strategy. Explain. "I have noticed that..." "A strategy good readers use is..." Introduce the Text.	Informational text <i>Yesterday we learned how to determine importance by categorizing information into topics and details. Today I want to show you another way to determine importance by using your own questions. Sometimes when I read, I am trying to answer one of my own questions. (Give examples) When I am reading to answer a specific question, I often "dip in and out of the text." Dipping in and out of the text means that I am not going to read the whole text, but I am only going to read certain sections that will help me answer my own question. I often use the strategy of "dipping in and out of the text" when I already have a lot of background knowledge on a topic and I want to find out some specific information.</i> <i>Introduce the text.</i>	

Unit of Study: Determining Importance

Anchor Lesson: 15. Using our own questions to dip in and out of the text

Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Watch me as I "dip in and out of the text" to answer one of our questions. Show the students how to use the index, the table of contents and the headings in the text to find information.</i>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Choose a different question on the chart and have students look at the index, the table of contents and the headings to decide where to read in order to answer the question.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading, I would like you to read your informational text piece. Before you start reading, look over your questions. Decide which questions might be answered by "dipping in and out of the text." Record the question and the answer in your reader's response notebook.</i>	
Conference Points	<ul style="list-style-type: none">▪ Is there a question you are wondering about in your reading?▪ What do you think might be the answer? What do you infer?▪ What clues from the text help you think that? What in your background knowledge makes you think that?▪ What other sources might you use?	
Share/reinforce	<ul style="list-style-type: none">▪ Share some questions that you needed to use another source to find the answer. How did you come to that answer? How did you find that source?	

Unit of Study: Determining Importance

Anchor Lesson: 16. Inferring to answer questions

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational text	
Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..."	<p><i>We know that good readers ask themselves questions because our questions help us to set a purpose for our reading and stimulate our thinking. Today I want to teach you how to answer one of our questions by inferring the answer. Sometimes when our questions are not explicitly answered we have to use the ideas in the text and our schema to decide on an answer that is probably true. When we do this, we are answering our questions by inferring the answer.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Let's look at our questions from yesterday. Choose an unanswered question from the list. Model how to reread the text, use the text and your schema to answer the questions.</i></p> <p><i>Model: Record your ideas about your thinking on the chart.</i></p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p>Choose a different question on the chart and invite students to reread and discuss an answer that is probably true based on their background knowledge and the information in the text. "Record their ideas/questions/answers on the anchor chart.</p>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<p><i>"When you go to Independent Reading today, think about the questions you have as you read. If it is a question that leaves you still wondering at the end, write it down. Keep this question in your head as you reread. See if you can use the information in the text and your background knowledge to infer the answer.</i></p>	
Conference Points	<ul style="list-style-type: none"> ▪ Is there a question you are wondering about in your reading? 	

Unit of Study: Determining Importance

Anchor Lesson: 16. Inferring to answer questions

	<ul style="list-style-type: none">▪ <i>What do you think might be the answer? What do you infer?</i>▪ <i>What clues from the text help you think that? What in your background knowledge makes you think that?</i>▪ <i>What other sources might you use?</i>	
Share/reinforce	<i>Share some questions that were unanswered but you felt you could infer the answer. Tell us how you came up with your answer.</i>	

Unit of Study: Determining Importance

Anchor Lesson: 17. How do readers use outside resources to find answers to questions not found in an informational article?

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Text: Level: Upper elementary	
Name the strategy. Explain. "I have noticed that..." "A strategy good readers use is..." Introduce the Text.	<p><i>"Good readers ask themselves questions as they read nonfiction. When you ask questions it helps you set a purpose for your reading and stimulates your thinking as you read. We read more deeply as we are driven to find the answers to our questions. Sometimes authors do not directly answer our questions in the text and leave us wondering. We have to go to outside sources to answer these questions. Let me show you."</i></p> <p>Introduce the text.</p>	

Unit of Study: Determining Importance

Anchor Lesson: 17. How do readers use outside resources to find answers to questions not found in an informational article?

Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>"As I read the text, I am going to think about the questions I have as I read. I am going to write the questions on the chart and then when I am finished with the text I will choose a question to try to answer."</i></p> <p>Model: Share a few questions you have as you read and think aloud about the type of question you have chosen (one that is not explicitly answered in the text.) After you have read the text, think aloud about how you search for answers by using outside resources (other texts internet videos, experts). Record your ideas about your thinking on the chart.</p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	Choose a different question on the chart and invite students to share how they could use other resources to answer the questions. Together look at another resource and try to find the answer. Record their ideas/questions/answers on the anchor chart.	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>When you go to Independent Reading today, think about the questions you have as you read. If it is a question that leaves you still wondering at the end, write it down. Think about how you could use other resources to find the answers to your questions that are not explicitly answered by the author.</i>	
Conference Points	<ul style="list-style-type: none">▪ Is there a question you are wondering about in your reading?▪ What do you think might be the answer? What do you infer?▪ What clues from the text help you think that? What in your background knowledge makes you think that?▪ What other sources might you use?	
Share/reinforce	<ul style="list-style-type: none">▪ Share some questions that you needed to use another source to find the answer. How did you come to that answer? How did you find that source?	

Unit of Study: Determining Importance

Anchor Lesson: 18. Determining a fact versus an opinion

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Information Article	
Name the Strategy. Explain.	<p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p> <p><i>We have been learning a lot about how to determine importance when we read. Today I would like to show you how when authors write informational text they write lots of facts but they also add their own opinions. It is important as the reader to figure out which information is fact and which is opinion. Authors add their opinions to make the article interesting and to share their own perspectives. When you know the difference, it makes it easier to understand what the article is about and the author's message.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Watch me as I read this text. I am going to show you how I figure out which parts are facts and which parts are the author's opinion.</i></p> <p>Model with a piece of informational text.</p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p><i>Today, I would like you to read this article with your partner and sort out which information in the article are facts and what parts are the author's opinion.</i></p>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ... "	<p><i>Today as you are researching your informational text topic, please continue to record your facts, but also record the author's opinion.</i></p>	
Conference Points	<ul style="list-style-type: none"> ▪ In what parts of the text does the author share his/her opinion? ▪ What types of words does the author use to tell you his/her opinion? ▪ Do you agree with the author's 	

Unit of Study: Determining Importance

Anchor Lesson: 18. Determining a fact versus an opinion

	<i>opinion? Why or why not</i>	
Share/reinforce	<p><i>Let's share some of the opinion statements we found in our texts today. What do you notice about these statements?</i></p> <p>Add ideas to the anchor chart: Ways to Determine Importance.</p>	

Unit of Study: Determining Importance

Anchor Lesson: 18. Determining a fact versus an opinion

FACTS FROM THE TEXT	THE AUTHOR'S OPINION ABOUT THESE FACTS

Unit of Study: Determining Importance

Anchor Lesson: 19. Identifying author's message or intent

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Informational Article	
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<p><i>We have been talking about how when authors write informational text they write facts about the topic and also tell us their opinion. Authors have a real reason for writing and they often share this reason when they talk about their opinions. Today I want to show you how to figure out the author's reason for writing - the author's message.</i></p> <p><i>Introduce the text.</i></p>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<p><i>Let's look back at our notes (facts, opinions 2-column chart) from when we read _____ . As I read over my fact and opinion column, I notice that the author told me a lot about how to "save frogs" and how what people are doing in "destroying the frogs' habitats". As I think about these ideas, I can infer the author's message. If I put the facts and opinions together, I think the author's big idea, his message or reason for writing, is to get people to stop "hurting frogs. I think the author wants people to change their ways. The reason I think that is because in the text it says:</i></p> <p style="text-align: center;"><i>_____</i></p> <p><i>and I know that</i></p> <p style="text-align: center;"><i>_____</i></p> <p style="text-align: center;"><i>_____</i></p>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<p><i>Today I would like you to work with your partner again and look over your fact versus opinion sheets. Talk about what you think is the author's message. Write down the message and the quotes from the text that</i></p>	

Unit of Study: Determining Importance

Anchor Lesson: 19. Identifying author's message or intent

	<i>helped you to frame your idea.</i>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>As you are doing your research, please pay attention to the author's message and record these in your notes.</i>	
Conference Points	<ul style="list-style-type: none"><i>What is the author's message? How do you know?</i><i>Show me where you found the author's opinion.</i><i>Do you agree with the author's message?</i>	
Share/reinforce	<ul style="list-style-type: none"><i>Let's share some of the author's messages we found. What do you notice about these messages?</i><i>Add ideas to the anchor chart: Ways to Determine Importance.</i>	

Unit of Study: Determining Importance

Anchor Lesson: 19. Identifying author's message or intent

The Author's Message	Quotes from the Text that Support this Message

Unit of Study: Determining Importance

Anchor Lesson: 20. Defending your opinion

Title of Text	Lesson Plan:	Notes to Build Next Lesson
Select the materials	Notes from Informational text Research	
Name the Strategy. Explain. <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>We have been talking a lot about finding the author's message when reading informational text. You have been learning so much about your informational text topic, that today I want to help you think about your own message or big ideas about this topic and how to use the facts you have collected to defend your own opinion.</i>	
Demonstrate the Strategy. Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Let's look at all of the notes we have collected about _____ (Refer to large anchor charts). Please turn to your partner and talk about your own opinions about _____. What do you feel strongly about?</i>	
Provide guided practice Invite the students to practice the strategy with teacher guidance.	<i>Now I would like you and your partner to record your big idea or message on a chart and then search through the notes we have collected together to find facts that support your big idea or message.</i>	
Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."	<i>Today at independent reading, I would like you to read over your notes and think about your own opinions. What is your big idea or message about your topic? Once you have written that down, search through your notes to find facts that support your big idea or message.</i>	
Conference Points	<ul style="list-style-type: none"> • <i>What is your big idea or message?</i> • <i>Which facts support that</i> 	

Unit of Study: Determining Importance

Anchor Lesson: 20. Defending your opinion

	<i>opinion?</i>	
Share/reinforce	<i>Who would like to share their big idea or message with the group? What is your opinion about your topic?</i>	