

Overview for Grade 5 Unit 2, *Tackling Complexity: Moving Up Levels of Nonfiction*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Working with Text Complexity				
<i>Start with Assessment</i>				
1	The More You Know, the More You See	Launching the Unit	Reminding Readers to See More	Rallying Students to Increase Their Reading Volume
2	Orienting to More Complex Texts	Helping Readers Construct Meaning Out of the Many Parts of Their Text	Revising Your Expectations Based on How the Text Is Unfolding	Reading and Rereading to Understand the Author's Meaning
<i>A Day for Assessment</i>				
3	Uncovering What Makes a Main Idea Complex	Supporting Foundational Work Around Main Idea	Asking the Question, "What <i>Else</i> Is This Text About?"	Comparing How Main Idea Works in Different Texts
4	Strategies for Determining Implicit Main Ideas	Pushing a Student's Thinking about Main Ideas	Reading in Ways that Allow You to Teach Others	Teaching as a Way to Learn
5	Using Context to Determine the Meaning of Vocabulary in Complex Texts	Keeping the Work of the Unit Going, While Also Supporting Vocabulary Development	Celebrating Risk Taking and Creating Readers Who Are Word Conscious	Using the Lingo of Experts (as You Take Notes, as You Talk)
6	Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary	Supporting Today's Learning and Previous Learning	Creating Innovative Word Walls	Sharing Tricky Words and Strategies
7	Complex Thinking about Structure: From Sentence Level to Text Level	Watching and Listening Carefully to What Students Are Doing around Text Complexity	Complex Structures at the Sentence Level	Carrying Familiar Lenses to Scientific Texts
8	Rising to the Challenges of Nonfiction	Using Text Complexity Cards in Your Conferences and Small Groups	Holding Texts You Can Read	Selecting Powerful Personal Inquiry Topics
9	Summarizing as Texts Get Harder	Predictable Challenges with Summarizing	Teaching Students to Self-Assess Their Summaries	Sharing Our Summaries
BEND II: Applying Knowledge About Nonfiction Reading to Inquiry Projects				
10	Learning from Sources	Developing Actionable Plans for Primary Research	Developing Plans for Primary Research	Breaking Action Plans into Achievable Steps
11	Learning from Primary Research			
12	Coming to Texts as Experts	Using Your Knowledge of Text Complexity to Your Advantage	Approaching Main Ideas Flexibly	Reading Scientific and Technical Texts
13	Writing about Reading in Nonfiction	Addressing Predictable Problems with Writing about Reading	Keeping Track of Sources	Learning from Each Other's Writing about Reading
14	Lifting the Level of Questions (Using DOK) to Drive Research Forward	Supporting Readers to Ask and Answer Questions	Studying Your Questions, Reflecting, and Setting Goals	Collaborating on Questioning and Research
15	Synthesizing across Subtopics	Supporting Foundational Work in Synthesizing Texts	Noticing Disparities Across Texts	Analyzing Comparing and Contrasting Work
16	Writing about Reading: From Big Ideas to Specifics	Lifting the Level of Writing about Reading	Using Freewriting to Explore Your Initial Ideas	Learning from Others
17	Comparing and Contrasting What Authors Say (and How They Say It)	Using the Learning Progression to Support Students	Thinking Deeply about Craft	Acknowledging Conflicting Information in Summaries
18	Critically Reading Our Texts, Our Topics, and Our Lives	Considering the Trustworthiness of Sources	Evaluating the Trustworthiness of Sources	Forming Your Own Perspective on Your Topic
19	Living Differently because of Research	Tips to Strengthen Presentations	Send Students Off to Teach	Thinking about How Research Changes the Way You Live