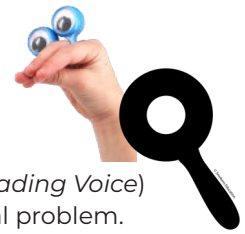


READERS RETELL/SUMMARIZE LITERATURE

ROUND 1

GRADES 3-5



Focus on the ingredients of a story's **plot**— **problem + solution**.



- Introduce the 3 types of problems authors can develop.
- Introduce the 3 types of solutions authors can develop.

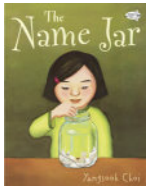
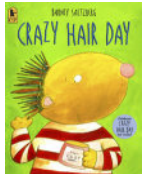
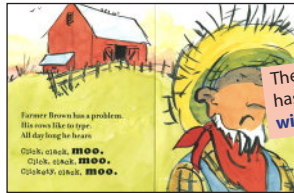
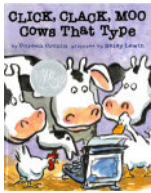


- Identify types of text details (*Reading Voice*) that indicate a character's literal problem. Use the *Thinking Voice* to determine which of the 3 problem types it is.
- Identify text details (*Reading Voice*) that indicate the problem's solution. Use the *Thinking Voice* to determine which of the 3 solution types it is.

TEXT x CONSIDERATIONS

Model how to **identify the type of problem**.

- Return to previously-read illustrations/excerpts. Review the literal problem and categorize it by type.
- Reveal photographs that depict obvious problems. Determine the literal problem and categorize it by type.



1 The main character has a problem **with himself**.

2 The main character has a problem **with someone**.

3 The main character has a problem **with something**.



Teach/Model how to write out the thinking collected from earlier in the week.

OPTION 1: Recall only literal details from the text.

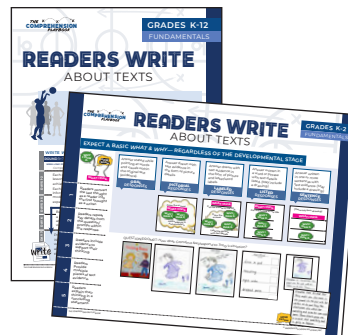
COMMAND: Describe the character's problem and the solution that fixed it.

QUESTION: What is the character's problem and what was the solution that fixed it?

OPTION 2: Communicate an inference with text evidence.

COMMAND: Infer the type of problem (or solution) the author developed.

QUESTION: What type of problem (or solution) did the author develop?



State the **INFERENCE**— Identify the type of problem or solution the author created.
Support with **EVIDENCE**— Provide literal story details that describe this character's situation.

READERS SUMMARIZE INFORMATION

ROUND 1

GRADES 3-5

Before readers summarize whole texts— they **summarize individual sections**.

- Define a section as one or multiple paragraphs.
- Connect annotation and note-taking to *Reader Voices Fundamental*— Day 9 (annotation) and Day 10 (note-taking).
- Emphasize the 2-step process.
STEP 1 | *Reading Voice* collects details.
STEP 2 | *Thinking Voice* adds a 1-3 word label.

Summarize individual sections of an informational text
Read the section or group of paragraphs and add a 1-3 word label to summarize what it's about.

How Animals "Talk"
Humans communicate with one another all the time. We talk, phone, write, and email. But animals can't do any of these things. How do they communicate?

We all heard dogs growl and bark and cats meow and purr. Hearing sounds is the most common form of animal "talk." Dogs make sounds when they're scared, happy, or angry. They make sounds to warn you. Cats and horses make many sounds. Some animals, such as grasshoppers, make sounds by rubbing their legs together.

Other animals communicate through moving. Black bees mark their territory by flying and leaving trails. Other kinds of marking include deer scratching their horns on a tree trunk or foxes spraying urine on a bush.

Some animals watch for clues from other members of their species. Homopans depend on those around them to have when a new food source is located. Electric eels and lightning bugs flash lights to send signals to mates. Dog howls to be other dogs know they want to play. Some animals "get pheromones" to communicate. Wolves, however, use their sense of smell to find their pack.

Scents is a way that animals communicate, too. Certain female animals send out smells that attract males. And some of us want to be around when a skunk feels threatened!

Communicate
Sounds
Marking territory
Do with bodies
Scent, Smell

Summarize information by section

1. Read a single section or group of paragraphs.
2. Make the notes about what you read and how you feel about it.
3. Use the Thinking Voice to consider what the details in this paragraph reveal about the topic? Label the group of details in 1-3 words.



Full-length Literacy eLesson for Grades 2-3 | Resources



Full-length Literacy eLesson for Grades 4-6 | Resources

TEXT x CONSIDERATIONS

- If modeling with new text, choose one on a familiar or common topic. (Perhaps read aloud for gist before reading to collect information.)
- Choose previously-read text with subheads removed. Model how to label the section, then assess it against the original subhead.

Helping Each Other
Two different organisms can live closely together for most or all of their lives. This relationship may be helpful to both organisms, or it may help one organism but not the other. These special relationships exist between animals, plants, fungi, protists, and bacteria.

Lichens are two organisms that help each other. Lichens are combinations of fungi and algae that live together, often on the surface of rocks. The algae supply the fungi with sugar, nutrients, and water. The fungi protect the algae from too much sunlight and keep warm temperatures. Neither organism could survive in its habitat without the other.

Living Side by Side
Moss and oak trees, as shown in the picture, also live together. The tree provides the moss with a sheltered living space, but the moss does not help or harm the oak tree.

Some animals also have this kind of relationship. Bees, ants, and other insects communicate with many ants. They eat whatever food is left on the ants march along. They have no effect on the ants.

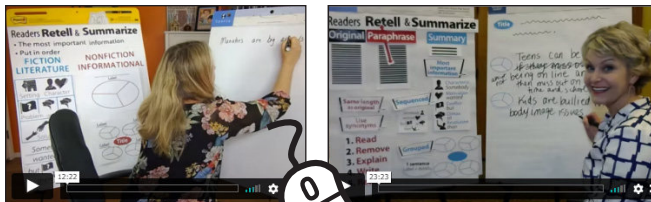
Lichens often give on rocks on the bark of trees.

Lichens often give on rocks on the bark of trees.



OPTION 1: Recall the literal details from the text. Teach/Model how to write out the thinking from earlier in the week.

Write an objective summary by stretching each section label into a sentence.

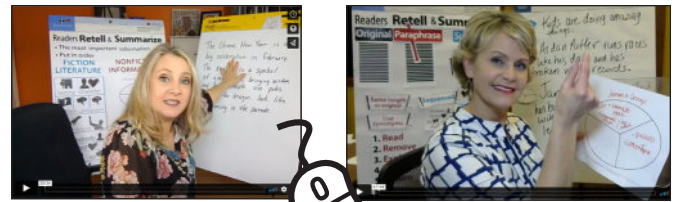


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Full-length Literacy eLesson for Grades 4-6 | Resources

OPTION 2: Bring it all together in a one-sitting experience. Provide a new, short informational text.

Read the text, infer section labels, and write an objective summary of the whole text.



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READERS SEE TEXT ORGANIZATION

ROUND 1

GRADES 3-5



Emphasize the **value** that text features serve the reader.

- Show several examples. (Connect to its digital alternative, when applicable.)
- Reveal where this text feature is typically found — before or after the main text, placed at the top, bottom, or around perimeter of the main text. (Show examples of its various locations.)
- Reveal how the text feature works and when a reader would use it.
- Describe the type of information.
- Emphasize the purpose it serves the reader.

TEXT x CONSIDERATIONS

Identify previously-read grade-level texts that include numerous text features.

Evaluate how text features contribute to the main text.

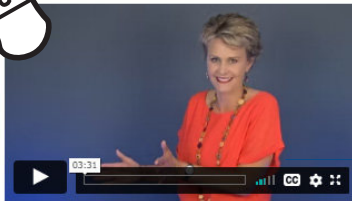
- BEFORE READING | Use text features to locate answers or scope out and “steal” information in a preview.
- DURING READING | Use text features to solve a tricky word and aid comprehension of the main text.
- AFTER READING | Use text features to extend knowledge beyond the information in the main text.



Full-length Literacy eLesson for Grades 2-3 | Resources



Full-length Literacy eLesson for Grades 4-6 | Resources



Evaluate text features for their added value.

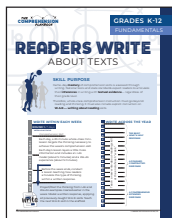


Download examples from the 'Problem with Plastics' article.



Teach/Model how to write out the thinking from earlier in the week.

Communicate an inference with text evidence.



COMMAND: Explain how the [text feature] aided the reader's understanding of [the text].

COMMAND: Evaluate how the [text feature] contributed to this article.

QUESTION: How did the [text feature] support the reader's understanding of [the text]?