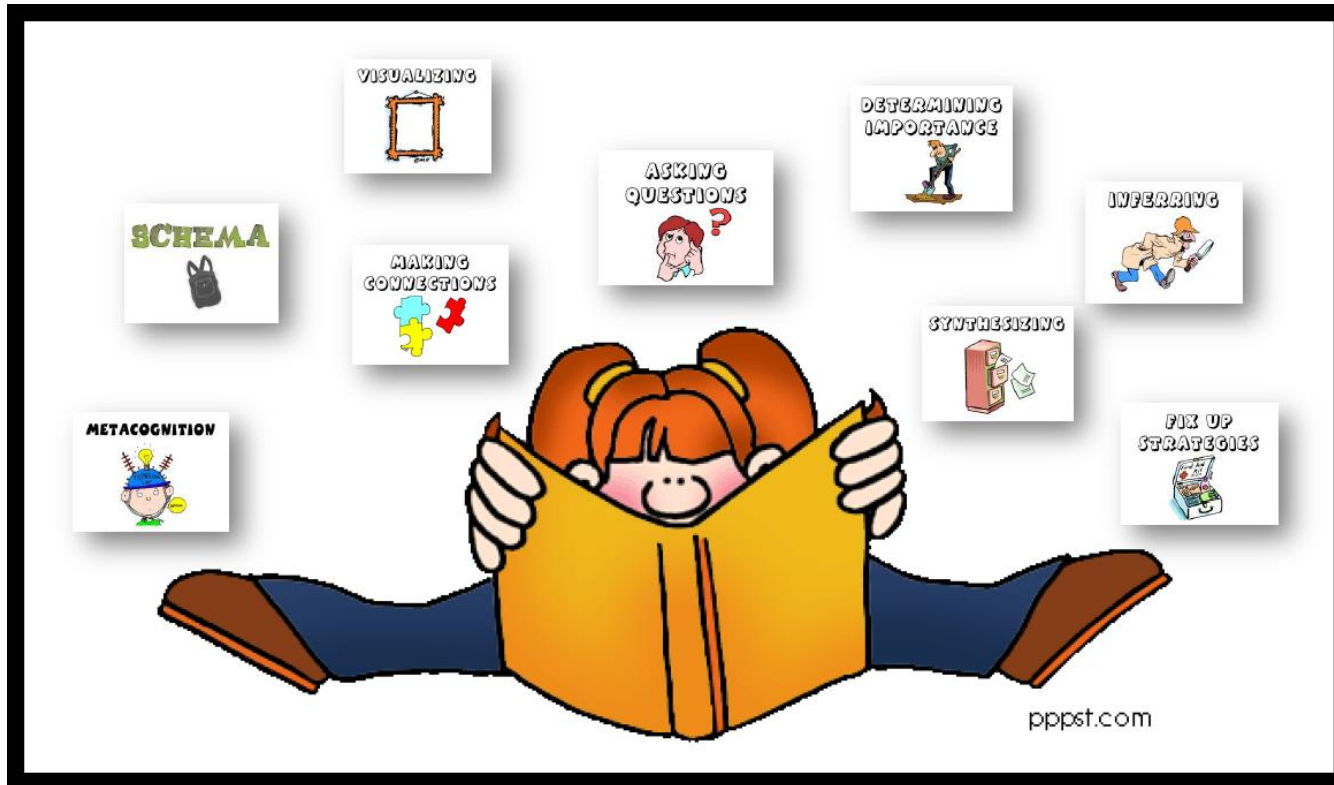


Reader's Workshop SCOPE and Sequence

Last Updated on 8-15-11



Determining Importance

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Reader's Workshop SCOPE and Sequence

DETERMINING IMPORTANCE

Reading and Determining Which Information is the Most Important to Know

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

What I Want to Share...

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Have students bring in something to *Show and Share*. If you don't have this time already scheduled into your weekly schedule (like me), your kiddos will be very excited to bring in something to *Show and Share*. Send home a recording sheet for them to create a list of "Important Details" they wish to share about the item they selected. Model the process for the class by bringing in something special to you. Share a few important details about it, telling the class why you decided to share those details. After students are done sharing, connect the activity to the act of writing and reading. Say, "Writers choose a topic. they decide what details they will share with their audience. Some of the details are very important and are called the main ideas. Some are supporting details. they are important but not the most important. Readers decide what the main ideas are and what the author's message in the writing is."

- Recording Sheet
- Objects

Show and Share



Choose one thing to bring to school and show your friends. With a parent, decide on important details about your object that you wish to share with your class. Write the important details below.

- _____
- _____
- _____

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DETERMINING IMPORTANCE

Reading and Determining Which Information is the Most Important to Know

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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

What to Bring?

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Have the class decide "what's important" to bring on:

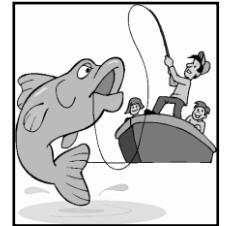
- a camping trip
- a fishing vacation
- a family picnic
- a beach visit
- a class field trip

You could do this for more than one day, and just pick a new topic each day you decide to practice making a list of what's important to bring along.

Display a picture of one of the above and create a list of what would be important to bring along. have students decide what's important for each excursion and state their reason for why it's important.

Remind students, "Writers choose a topic. they decide what details they will share with their audience. Some of the details are very important and are called the main ideas. Some are supporting details. they are important but not the most important. Readers decide what the main ideas are and what the author's message in the writing is."

- Pictures of a camp site, a fishing boat, a picnic, a beach, a family car on vacation, and a field trip bus.



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DETERMINING IMPORTANCE

Reading and Determining Which Information is the Most Important to Know

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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

What Teachers Look For

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

It's always important for kids to know "what's important" for the tasks and skills they take on each day at school. To extend the skill of deciding what's important, have your class share what's important for each skill/activity. The chart example to the right gives an example for reading and writing. Share with students that when they are reading/writing, these are the behaviors you determined to be most important to have when reading/writing.

Extend the activity to deciding what's most important from a child's perspective-- *What's Important to Have in a Friend?* (or something similar). Encourage students to start thinking about the books they read. Encourage them to ask themselves, "What's the most important thing the author wants me to know."

- Reading and Writing T-Chart

What's Important to See in Readers/Writers?

Reading	Writing
<ul style="list-style-type: none"> • Knows Most of the Words • Problem-Solves Unknown Words • Sounds Smooth • Chooses Just Right Books • Chooses to Read 	<ul style="list-style-type: none"> • Sticks to the Topic • Topic is Supported by Details • Uses Correct Punctuation • Follows Capitalization Rules • Listens for All Sounds in a Word • Spells Sight Words Correctly • Chooses Words that Paint a Picture • Chooses to Write

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Mini Lesson

Materials and Resources

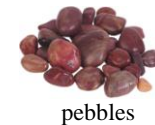
Pebbles and Sand

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Display the pebbles, sand, and funnel. Share with the class that, "When we read take in the details an author writes. As we read we decide which details are the most important to remember. Some of the details are really important. They help us understand the author's purpose for writing the story. Some details are less important. " Demonstrate the difference between really important and less important details using the pebbles, sand, and funnel. Conclude that readers' minds determine which details are important and hold onto them like the funnel is holding the pebbles. The pebbles are like the important details and the sand is like the less important details. Encourage students to be metacognitive today as they read. Challenge them to find important details in one of the books they read and mark them with a post it note.



- Pebbles
- Sand
- Funnel
- Post It Note Tabs



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Mini Lesson

Identifying Determining Importance Thinking Stems (Ongoing)

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers use their schema, make connections, create mental images, and ask questions as they read. Model this for students. Read aloud a book you are familiar with and use the "think out loud" strategy DETERMINING IMPORTANCE. Use the "determining importance thinking stems" that you'd like your students to begin using). When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the Determining Importance anchor chart. As you dismiss students, encourage them to think about what they are reading, and to start using determining importance thinking stems as they read and ask questions. Add to the chart as the unit progresses.

Materials and Resources

- Read Aloud you've previously read
- Determining Importance Thinking Stem Statements:

Thinking Stems...	It's interesting that... I want to remember... I noticed... What matters... What's important here...
--------------------------	--

Continue to add to the chart as the unit progresses!

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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

Fiction...What's Important?

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Readers make choices about what information is important to remember when they read. They use the trait of *Determining Importance* to summarize.

Understanding how the text is organized is an important part of the process of determining importance. As you read fiction texts to/with your students, talk about how they are organized. During modeled, guided, and shared reading, discuss plot, setting, characters, and problem/solution. Discuss author's purpose.

Encourage students to transfer the skills you are working on to their own independent reading time at school and home. Encourage/praise the use of special words such as plot, setting, characters, and problem/solution.

- FICTION Reading Skills Chart (below)

Plot	Determining what the important details are. Summarizing story events in sequential order. Making/confirming/revising predictions. Drawing conclusions. Determining from which point of view story is told. Connecting self to events in the story. Asking questions as the plot unfolds. Inferring based on textual clues, schema, and picture clues. Identifying author's purpose based on text, theme, and mood.
Setting	Visualizing the text. Identifying where and when the story takes place.
Characters	Identifying main and supporting characters. Labeling characters with characterization traits. Finding text proofs for characterization traits. Compare/contrast characters. Connecting self to characters in the story.
Problem/Solution	Identifying main problem and events leading to it. Identifying other problems within the text. Identifying cause/effect as it relates to problems.

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Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
		✓	✓	✓	✓	✓	✓

Mini Lesson

Nonfiction...What's Important? #1

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Readers make choices about what information is important to remember when they read. They use the trait of *Determining Importance* to summarize.

Understanding how the text is organized is an important part of the process of determining importance. As you read nonfiction texts to/with your students, talk about how they are organized. During modeled, guided, and shared reading, discuss the text and special features of nonfiction texts, their purpose, and how they help readers better understand the text. Discuss author's purpose.

Encourage students to transfer the skills you are working on to their own independent reading time at school and home. Encourage the use of special words such as topics, main ideas, details, fact/true, nonfiction text features (and terms related to them...see next lesson!), and author's purpose.

Materials and Resources

- NONFICTION Reading Skills Chart (below)

Text	Predicting what a book might be about/what will be learned. Identifying topic(s) of a book. Identifying main idea and supporting details. Summarizing newly learned information. Using schema to understand new information. Using schema to deepen understanding. Connecting (bridging) what we know to new information. Asking questions as details/facts are presented (wondering...). Skimming, scanning, and accessing the text to answer questions. Visualizing the text. Inferring based on text, schema, and nonfiction text features. Identifying author's purpose for writing the text.
Nonfiction Text Features	Identifying and naming nonfiction text features. Understanding the purpose of nonfiction text features. Using text features to deepen, clarify, and summarize understanding.

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Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
		✓	✓	✓	✓	✓	✓

Mini Lesson

Nonfiction...What's Important? #2

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Readers make choices about what information is important to remember when they read. They use the trait of *Determining Importance* to summarize.

Understanding how the text is organized is an important part of the process of determining importance. As you read nonfiction texts to/with your students, talk about how they are organized. During modeled, guided, and shared reading, discuss the special features of nonfiction texts, their purpose, and how they help readers better understand the text. Discuss author's purpose.

Encourage students to transfer the skills you are working on to their own independent reading time at school and home. Encourage the use of special words such as heading, caption, graph, comparison, map, label, table of contents, index, glossary, photograph, map, sketch, illustration, cutaway, close-up, etc. Create posters featuring examples of nonfiction text features.

Materials and Resources

- NONFICTION Text Conventions

Table of Contents	Help the reader identify key topics in the book.
Headings	Help the reader to be prepared for what they will read about next.
Photographs	Help the reader understand what something looks like.
Illustrations	Help the reader understand what something looks like.
Sketches	Help the reader understand what something looks like.
Labels	Help the reader identify a photo/illustration/sketch, or its parts.
Captions	Help the reader understand a photo/illustration/sketch.
Indexes	Help the reader identify and find every topic in the book.
Glossaries	Help the reader define words found in the text.
Comparisons	Help the reader understand the size of something compared to something else.
Cutaways	Help the reader understand something by looking at it from the inside.
Close-ups	Help the reader see details in something small.
Graphs	Help the reader see data organized so they can interpret/learn more about it.
Diagrams	Help the reader understand what something looks like.
Maps	Help the reader understand where things are in the world.
Types of Print	Help the reader to identify important words (bolded , <i>italicized</i> , or <u>underlined</u>).
Fun Fact	Help the reader understand more about a topic.

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		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

What's the Difference?

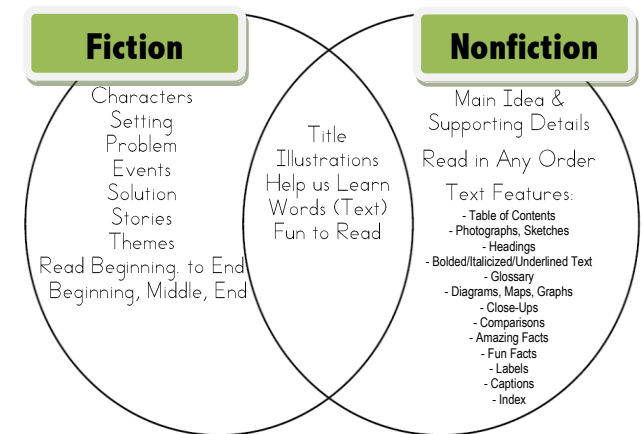
DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Compare the differences and similarities between how fiction and nonfiction texts are organized. Draw a large Venn Diagram on chart/butcher paper. After you've discussed how fiction and nonfiction texts are organized, and after students are beginning to notice and use key words for each (see previous three lessons), take time to compare and contrast fiction and nonfiction text organization.

- Venn Diagram



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Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
		✓	✓	✓	✓	✓	✓

Mini Lesson

Materials and Resources

Web What's Important

DETERMINING IMPORTANCE



As I read . . .
I decide what the main ideas are and what the author's message is to help me understand what I am reading.

Select a fiction or nonfiction text. use a GO Chart (graphic organizer) to record "What's Important" as you read. Do this several times for both fiction and nonfiction texts.

PROCESS:

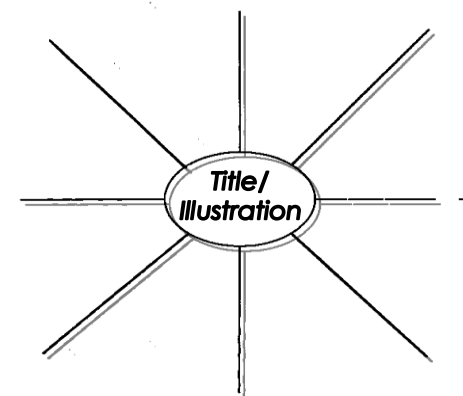
1st...model for students by writing your thoughts. Think out loud as you write, explaining why you decided to include it on the chart. End by using the chart to summarize the book.

2nd...guide the class as they share their thoughts while you read. Have them explain why they decided the detail was important and why it should be included on the chart. End by using the chart to summarize the book.

3rd...encourage independent practice. Provide a copy of the GO Chart for students to use as they read independently.

- <http://www.eduplace.com/graphicorganizer/>
- Graphic Organizer(s)

What's Important?



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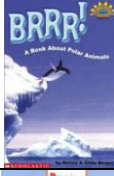

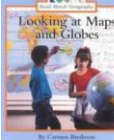



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Additional Books to Use for Determining Importance Throughout the Year:

The Important Book Brown, Margaret Wise	
The Great Kapok Tree Cherry, Lynne	
The Cloud Book dePaola, Tomie	
Aunt Isabel Tells a Good One Duke, Kate	
Cross a Bridge Hunter, Ryan Ann	
Into the Sky Hunter, Ryan Ann	
Anansi and the Moss Covered Rock Kimmel, Eric	
Anansi and the Talking Melon Kimmel, Eric	
Anansi Goes Fishing Kimmel, Eric	

Book Lyon, George Ella	
Sophie's Masterpiece Spinneli, Eileen	
Tops and Bottoms Stevens, Janet	
Two Bad Ants Van Allsburg, Chris	
National Geographic Explorer for Kids http://bit.ly/phHcMz	  
Ranger Rick http://bit.ly/rjbT83	  
Capstone Press Nonfiction Series of Books http://bit.ly/qF1VRk	 
Blastoff! Readers Nonfiction Series of Books http://bit.ly/qAfDiF	 

Step Into Reading Nonfiction Series of Books http://bit.ly/qn62LJ	 
I Can Read Nonfiction Series of Books http://bit.ly/q163qh	 
Science Vocabulary Readers Series http://bit.ly/plu9HW	 
Hello Reader Science Nonfiction Books http://bit.ly/nbZgF8	 
Rookie Read About Nonfiction Series of Books http://bit.ly/qCqznk	 

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