Workshop Lesson - Creating Our Own Responses to Nonfiction

For the Writing & Reading Workshop - **Assignment 11 Lessons to Share**

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| **Teaching Point:** | In order to support the cataloguing of learning, students are given a handout of the mini-lesson teaching point to put into their language arts journal. They mark the date, unit, and lesson connections.   * Research is can often be seen as a bridge between reading and writing. * Researchers collect information, bringing the writing process to your righting. * Researchers select and gather ideas around and decide what to say and organize what is known |
| **Modeling/Teaching:** | Students also record the modeling in order to create a reference point in their journal.   * Model selecting and recording topics * Model looking for source documents, remind them that different non-fiction types have different structures. Also planning on what type of research determines how one organizes how researchers organize their information. * Post chart and discuss. **Give students a copy of the “Common Nonfiction Text Structures”** * **question/answer:** Questions are posed and answers are identified in the text. *therefore, so, this led to, because* * **chronology:** Facts, events, or concepts are presented in order of occurrence. Authors trace the sequence of steps in a process that is often found in social studies and science textbooks. *first, second, third, then, next, last, before, after, finally* * **comparison:** Similarities and differences among facts, concepts, and people are identified. This structure appears in the middle or end of a text after two or more subjects have been explained individually. *same as, alike, similar to, resembles, compared to, different from, unlike, but, yet* * **cause/effect:** Causes and the resulting effects are presented. Authors attempt to explain why something happens—how facts or events (causes) lead to other facts or events (effects). *if, so, so that, because of, as a result of, since, in order to, cause, effect, therefore, consequently, if/then*   **problem/solution:** A problem and one or more solutions are described. *because, since, as a result, so that, this led to*   * Model your thinking about one way that you might present your class research project. |
| **Active Engagement** | * Re-read over the chart * Have students select a seed idea and brainstorm * Have students share their seed idea and the text structure (write, chart, etc.) that might represent the information * Share a couple of examples with the class. |
| **Link:** | * Each student chooses and records a research topic and determines a nonfiction text structure to use to organize their idea |
| **Mid-Workshop** | Authors frame their work with a specific perspective (lens) on the subject. Define yours and use it as you develop your project.  **Have students record the mid-workshop teaching point in their journals.** |
| **Share:** | Students share the sequence their research has taken.  Students share topic.  Students share what pieces of research they have found.  Students share what information they have recorded, and the format in which they have begun to organize the information. |