

Small Group Lesson Plans & Resources

USING TEXT EVIDENCE

Objective: Students will be able to collect text evidence in a variety of ways.

TARGET
1-2 min

- When we are reading, there are many ways we can collect text evidence to understand what we are reading.
- Today we will spend time **notetaking, annotating, illustrating, and highlighting** as we read.
- These strategies will help us collect text evidence.

The focus for today is collecting text evidence in a variety of ways.

- Knowing how to collect text evidence in a variety of ways can help us better understand what we are reading.
- You might decide to collect evidence in a variety of ways.
- Today we are focusing on...

TEACH

Name: _____

Organize Your Thinking:

PHARAPHRASE a portion of the text.

Use the space below to respond to the text in a variety of ways.
Practice paraphrasing, using direct quotes, and summarizing.

Find a piece of text to use as a DIRECT QUOTE.

Evidence-Based Terms
Text Evidence
Readers can use evidence-based terms when responding to a text.

When you are writing about a text, make sure you use evidence-based terms.

Using Direct Quotes
Text Evidence
Readers can directly quote the author when responding to a text.

When you quote the author... you must use the author's words exactly as they appear in the text.

Selecting Text Evidence
Text Evidence
Readers can choose relevant text evidence when responding to a text.

When selecting text evidence yourself these 4 questions to ask:

- Does this evidence answer the question?
- Is this evidence relevant to the question or discussion?
- Does this evidence provide a clear perspective, or...

Annotating a Text
Text Evidence
Readers can collect evidence by annotating the text while they read.

What is annotating? When readers read a text, they can use a pencil to underline, circle, or flag a portion of text.

Tiny Animals

The world is full of interesting creatures, of all shapes and sizes. Keep reading to learn about three of the world's smallest animals:

PYGMY RABBIT

The pygmy rabbit is the smallest rabbit in the world. It typically ranges from 9-11 inches long. That is smaller than a ruler! Adult pygmy rabbits only weigh about 14 oz. A can of soup, a stick of butter, and a soccer ball all weigh about 12 oz. The pygmy rabbit only weighs 2 oz more!

These tiny rabbits can be found in North America. They live in areas with deep soil and dense sagebrush. Pygmy rabbits eat mostly grass. They are a rare rabbit species. In 2003, the Columbia Basin pygmy rabbit was added to the endangered species list.

HOODED MANGROVE BIRD

The Hooded Mangrove Bird, only found in Cuba, is the smallest bird in the world. It is measuring in at 2.2 inches in length and weighs less than a dime! These tiny birds lay eggs in a nest made of mud. And imagine this - their eggs are the size of a pea!

Isn't the only amazing thing about the Bee Hummingbird that its wings can beat up to 80 times per second? The Bee Hummingbird is also magnificently colored with bright pink and blue.

The Galapagos tortoise is the world's largest tortoise. This tortoise can grow to 30 inches. Much like the Galapagos tortoise, the Galapagos tortoise is found in one region of the world. In the wild, you would find the Galapagos tortoise in South Africa. The Galapagos tortoise's brown color covered in flat shells also have a unique quality of the Galapagos tortoise. In fact they have 5 toes on their front paws and their back feet only have four toes.

Collecting Text Evidence

Readers can collect text evidence in a variety of ways.

Readers collect evidence while reading by:

- Notetaking
- Annotating
- Illustrating
- Highlighting

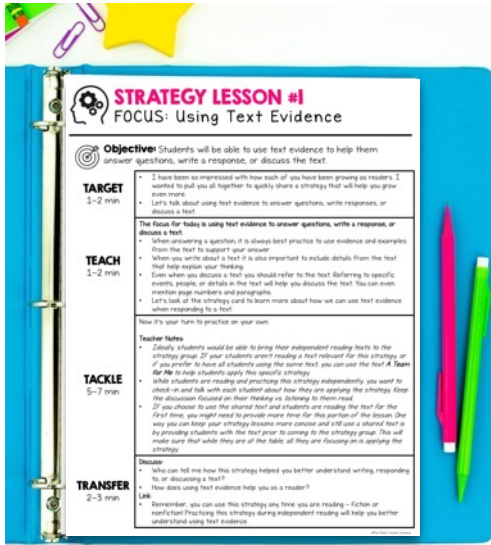
1. Create a symbol to use for annotating the text:

Use the symbol!

2. Use the space below to take notes while reading:

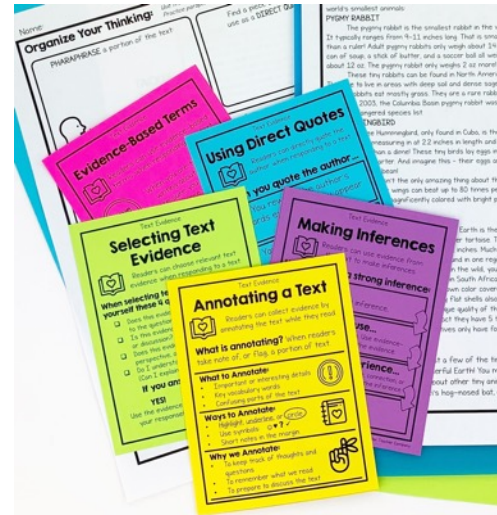
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



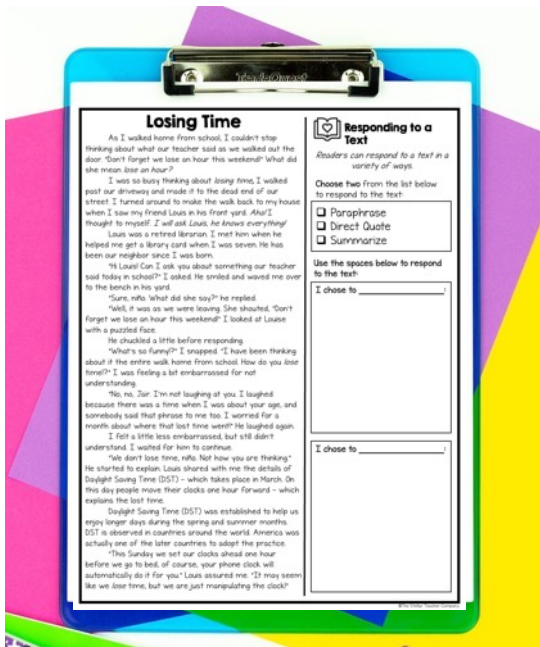
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



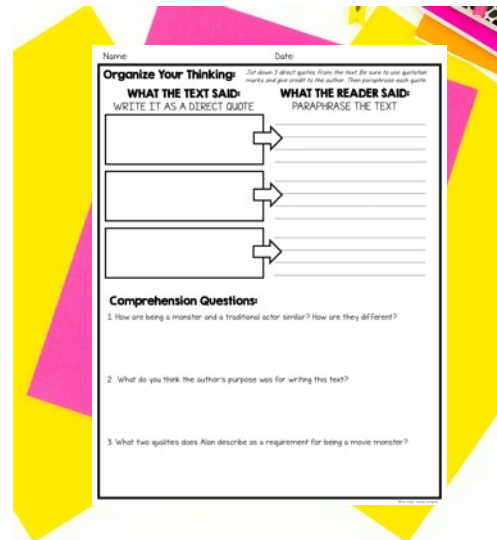
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.

STRATEGY LESSON
FOCUS: Selection

Objective: Students will be able to respond to a text.

TARGET
1-2 min

- Today we are going to select questions, we can select questions.
- If we answer YES to our purpose.
- If we answer mostly evidence.

TEACH
1-2 min

The focus for today is choosing evidence.

- When selecting text
 - ✓ Does this evidence support the main idea?
 - ✓ Is this evidence relevant to the purpose?
 - ✓ Do I understand the evidence?
- If you can answer a question with a piece of evidence.
- But if you answer a question with a piece of evidence.
- Let's look at the evidence we've answered these questions with.

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to select evidence on their own.
- While students are reading and practicing, you can check in with each student to make sure they understand the focus skill.
- If you choose to use the shared text, you might need to provide a strategy card to help students understand the focus skill.

TACKLE
5-7 min

TRANSFER
2-3 min

Discuss:

- How do you know you are selecting evidence?

Link:

- Remember, when you are responding to a text, you should always give credit!

STRATEGY LESSON
FOCUS: Respond

Objective: Students will be able to respond to a text in a variety of ways.

TARGET
1-2 min

- I have been so impressed with how you all wanted to pull you all together to do more.
- There are many ways we can respond to a text, such as paraphrasing, using direct quotes, and summarizing.

TEACH
1-2 min

The focus for today is using a variety of strategies to respond to a text.

- One strategy that will help you respond to a text is paraphrasing, you use your own words to explain the text.
- When you use **direct quotes**, you always give credit!
- If you want to use **summarizing** to respond to a text, you should only include the most important details in just 4-5 sentences.

It can be a good idea to use a strategy that you have already been taught at least once.

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to respond to a text in a variety of ways on their own.
- If you prefer to have all students use a strategy, you can provide a strategy card to help students understand the focus skill.
- While students are reading and practicing, you can check in with each student to make sure they understand the focus skill.
- If you choose to use the shared text, you might need to provide a strategy card to help students understand the focus skill.

TACKLE
5-7 min

TRANSFER
2-3 min

Discuss:

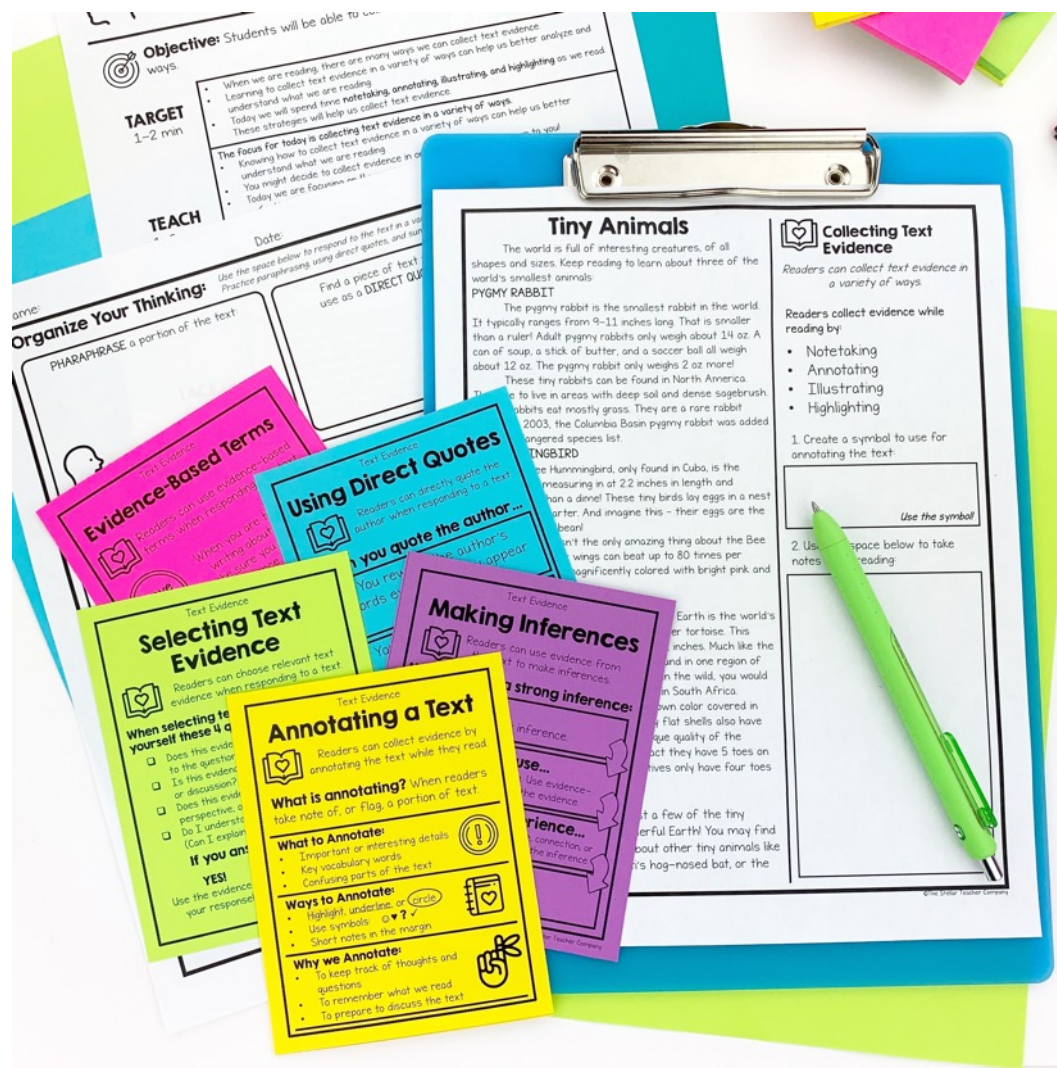
- Why is it important to use a variety of strategies to respond to a text?
- Who can share how they used one (or more) strategies to respond to a text?

Link:

- Remember, when you are responding to a text, you should always give credit!

INCLUDES 10 POETRY LESSONS

Each lesson will help you teach your students a specific focus skill that will help them collect and use text evidence.

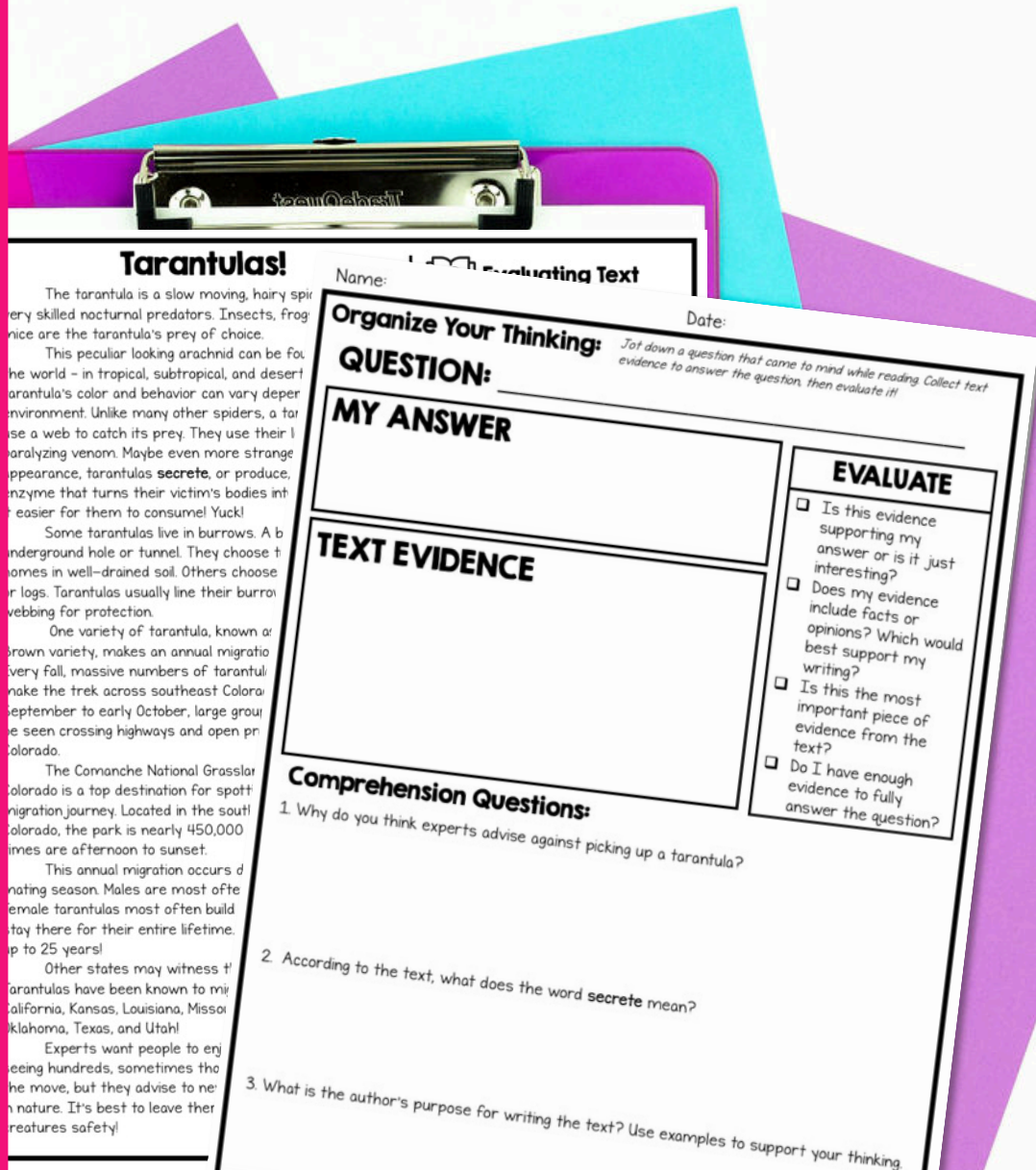


Lessons Include:

- Using Text Evidence
- Rereading Texts
- Evidence-Based Terms
- Making Inferences
- Selecting Text Evidence
- Evaluating Text Evidence
- Responding to a Text
 - Summarizing
 - Paraphrasing
 - Using Direct Quotes
- Collecting Text Evidence
 - Notetaking
 - Annotating
 - Highlighting
 - Illustrating

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.



- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

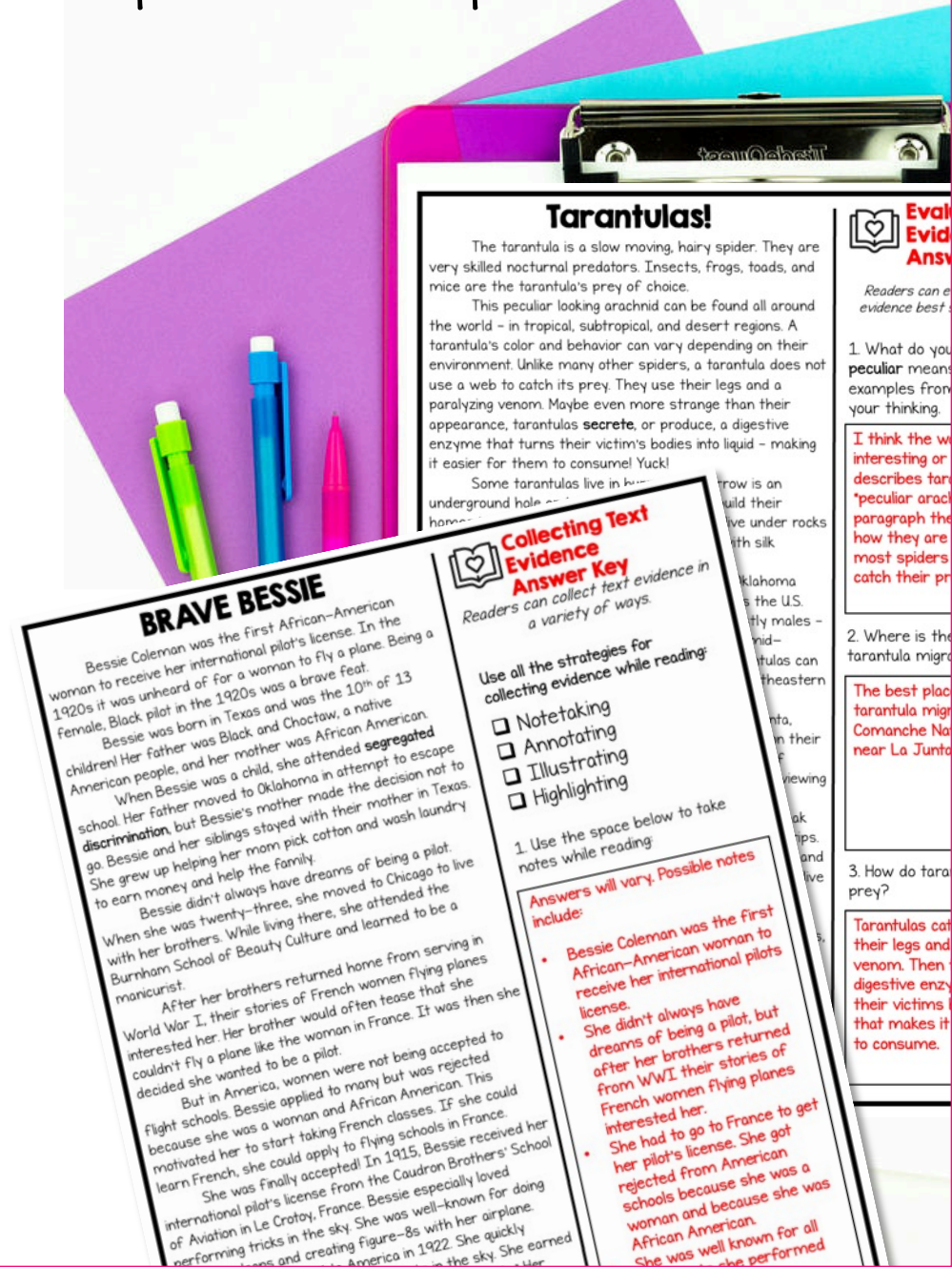
Great way for students to practice and work towards mastery of key comprehension skills.

INCLUDES ANSWER KEY

Includes an answer key for all student responses with possible student responses.

- Answer key included for the questions next to the poem, and the comprehension questions.
- Provides guidance for responding to student questions and answers.

Students love discussing and sharing their answers with their classmates!



INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

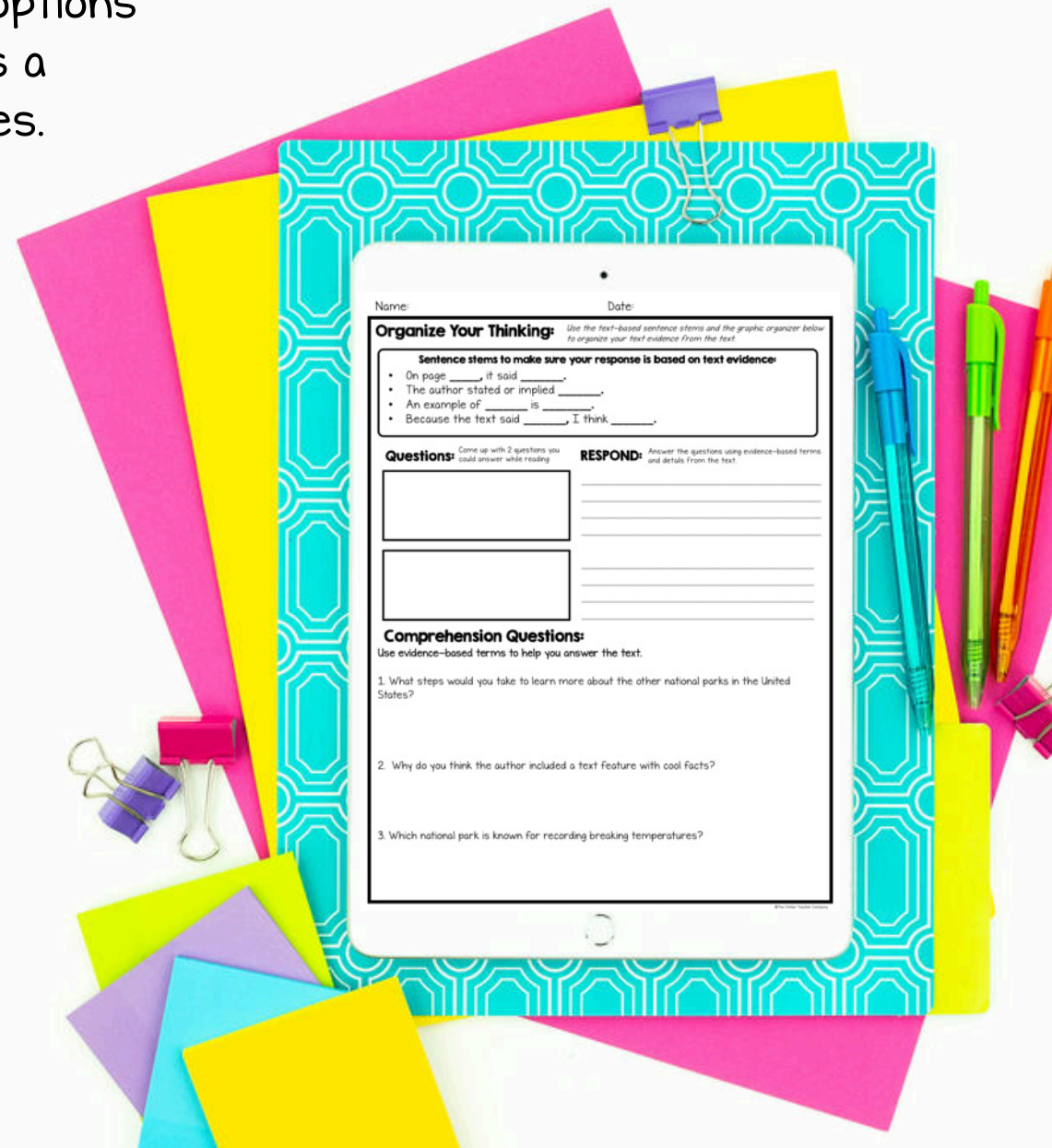
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
	1-2 minutes	5-7 minutes	2-3 minutes

INCLUDES DIGITAL VERSIONS

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE... *8 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1
FOCUS: Using Text Evidence

Objective: Students will be able to use text evidence to help them answer questions, write a response, or discuss the text.

TARGET
1-2 min

- I have been so impressed with how each of you have been growing as readers. I wanted to pull you all together to quickly share a strategy that will help you grow even more.
- Let's talk about using text evidence to answer questions, write responses, or discuss a text.

TEACH
1-2 min

The focus for today is using text evidence to answer questions, write a response, or discuss a text.

- When answering a question, it is always best practice to use evidence and examples from the text to support your answer.
- When you write about a text it is also important to include details from the text that help explain your thinking.
- Even when you discuss a text you should refer to the text referring to specific events, people, or details in the text. It will help you discuss the text. You can even mention page numbers and paragraphs.
- Let's look at the strategy card to learn more about how we can use text evidence when responding to a text.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *A Team for Me* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time.

TACKLE
5-7 min

Using Text Evidence

Readers can use text evidence to help them answer questions, write a response, or discuss the text.

When you answer questions...
Use evidence and examples from the text to support your answer.

When you write about a text...
Include details from the text that help explain your thinking.

When you discuss a text...
Refer to specific events, people, or details in the text. You can even mention specific pages or paragraphs.

Good readers always prepare their response with appropriate evidence before they share it.

Using Text Evidence

Readers can use text evidence to help them answer questions, write a response, or discuss the text.

When you answer questions...
Use evidence and examples from the text to support your answer.

When you write about a text...
Include details from the text that help explain your thinking.

When you discuss a text...
Refer to specific events, people, or details in the text. You can even mention specific pages or paragraphs.

Good readers always prepare their response with appropriate evidence before they share it.

A Team for Me

Twelve-year-old Zoe Meyer loves sports. She enjoys playing outside, can beat anybody at the newest video games, and her favorite color is purple. For a lot of Zoe's life, she has had trouble finding the right crowd of kids to hang out with. She likes a lot of things "girls do", but she also likes things "only boys do". Zoe has always felt like that was an uncool thing to say, but it does happen.

In elementary school, playing sports never really caused issues for Zoe. Many of the youth sports were for both boys and girls. Sometimes the teams even mixed. But now that she was almost thirteen, Zoe has been faced with a hard decision.

The new school she will be attending has all girls and all boys teams. Baseball is her favorite sport, but the middle school only has a baseball team for boys. Her mom showed her information about the girls' softball team, but she prefers the game of baseball.

"I know there aren't that many differences between the sports. Mom, but I just wish I could find a baseball team for me." Zoe vented to her mom. They were sitting at the dining room table filling out paperwork for the new school.

"I know, honey, but these are your options right now. You are running out of time to make a decision." Her mom replied. Zoe sighed heavily, shrugged her shoulders and got up from the table.

As Zoe laid on her bed, feeling a bit sorry for herself, her phone buzzed. She glanced over to see it was a text from her friend Mariela.

BIG NEWS!!! CALL ME!! - Mariela

The all-caps text wasn't unusual for Mariela. She always yelled in all her texts. But Zoe Face-timed her anyway to find out more about this big news.

"What's up?" Zoe asked, half interested.

Using Text Evidence

Readers can use text evidence to help them answer questions, write a response, or discuss the text.

When you answer questions...
Use evidence and examples from the text to support your answer.

When you write about a text...
Include details from the text that help explain your thinking.

When you discuss a text...
Refer to specific events, people, or details in the text. You can even mention specific pages or paragraphs.

Good readers always prepare their response with appropriate evidence before they share it.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to create a bulleted list of important text details you might use as evidence when discussing the text.

Comprehension Questions:

1. What hard decision does Zoe have to face? Use evidence to support your answer.
2. What adjectives would you use to describe Zoe? Use evidence to support your answer.

STRATEGY LESSON #2
FOCUS: Collecting Text Evidence

Objective: Students will be able to collect text evidence in a variety of ways.

TARGET
1-2 min

- When we are reading, there are many ways we can collect text evidence.
- Learning to collect text evidence in a variety of ways can help us better analyze and understand what we are reading.
- Today we will spend time **notetaking, annotating, illustrating, and highlighting** as we read. These strategies will help us collect text evidence.

TEACH
1-2 min

The focus for today is collecting text evidence in a variety of ways.

- Knowing how to collect text evidence in a variety of ways can help us better understand what we are reading.
- You might decide to collect evidence in one way or all four, it is up to you!
- Today we are focusing on 4 ways to collect text evidence:
 - Notetaking - jot down notes on the side of the text or in the margin as you read.
 - Annotating - using symbols or short notes to flag details that stand out to you.
 - Illustrating - drawing a sketch or illustration of what you read.
 - Highlighting - using a highlighter to draw attention to a section of text.
- Let's look at the strategy card to learn more about how we can use these four strategies to collect text evidence as we read.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *Brave Bessie* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

DISCUSS

- Which of these strategies did you find most useful for collecting text evidence while reading?
- How can this strategy help you collect relevant text evidence as you read?

LINK

- Don't forget you can use one, two, three, or all four strategies as you read! It is most important that you are collecting text evidence as you read, not necessarily which strategy you use.

Collecting Text Evidence

Readers can collect text evidence in a variety of ways.

Notetaking
Using a post-it note, graphic organizer, or simply making a list to help keep track of important details.

Annotating
Using short notes or symbols to flag details in the text that stood out to you.

Illustrating
Drawing a sketch or diagram to help you visualize important details in the text.

Highlighting
Using a highlighter to draw attention to important details in the text.

You might decide to collect evidence in one way or use all four strategies.

Collecting Text Evidence

Readers can collect text evidence in a variety of ways.

Notetaking
Using a post-it note, graphic organizer, or simply making a list to help keep track of important details.

Annotating
Using short notes or symbols to flag details in the text that stood out to you.

Illustrating
Drawing a sketch or diagram to help you visualize important details in the text.

Highlighting
Using a highlighter to draw attention to important details in the text.

You might decide to collect evidence in one way or use all four strategies.

Brave Bessie

Bessie Coleman was the first African-American woman to receive her international pilot's license. In the 1920s it was unheard of for a woman to fly a plane. Being a female, Black pilot in the 1920s was a brave feat.

Bessie was born in Texas and was the 10th of 15 children. Her father was Black and Christian, a native American people, and her mother was African American. When Bessie was a child, she attended segregated school. Her father moved to Oklahoma in an attempt to escape discrimination, but Bessie's mother made the decision not to go. Bessie and her siblings stayed with their mother in Texas. She grew up helping her mom pick cotton and wash laundry to earn money and help the family.

Bessie didn't always have dreams of being a pilot. When she was twenty-three, she moved to Chicago to live with her brothers. While living there, she attended the Burnham School of Beauty Culture and learned to be a manicurist.

After her brothers returned home from serving in World War I, their stories of French women flying planes interested her. Her brother would often boast that she couldn't fly a plane like the women in France. It was then she decided she wanted to be a pilot.

But in America, women were not being accepted to flight schools. Bessie applied to many but was rejected because she was a woman and African American. This motivated her to start taking French classes. If she could learn French, she could apply to flying schools in France.

She was finally accepted! In 1915, Bessie received her international pilot's license from the Caudron Brothers' School of Aviation in La Cote, France. Bessie especially loved performing tricks in the sky. She was well-known for doing loop-the-loops and creating figure-8s with her airplane.

Bessie returned to America in 1922. She quickly became known for her daredevil feats in the sky. She earned nicknames such as "Queen Bessie" and "Brave Bessie." Her loops, barrel rolls, and figure-8s in the sky were amazing. She even performed a trick where she walked to the edge of the wings and parachuted off!

Unfortunately, Bessie's risky flying habits resulted in numerous crashes. Although she survived many of them, on April 30, 1926, she crashed her plane and didn't survive.

Bessie Coleman's accomplishments as a pilot continue to inspire people today.

Collecting Text Evidence

Readers can collect text evidence in a variety of ways.

Notetaking
Using a post-it note, graphic organizer, or simply making a list to help keep track of important details.

Annotating
Using short notes or symbols to flag details in the text that stood out to you.

Illustrating
Drawing a sketch or diagram to help you visualize important details in the text.

Highlighting
Using a highlighter to draw attention to important details in the text.

You might decide to collect evidence in one way or use all four strategies.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to draw or illustrate using information from the text you read.

Comprehension Questions:

1. Where was Bessie born? And how many siblings did she have?
2. Bessie was nicknamed "Brave Bessie." Why do you think people called her that?
3. Why did Bessie have to attend flight school in France?

A LOOK INSIDE...

* 8 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #4

FOCUS: Selecting Text Evidence

Objective: Students will be able to choose relevant text evidence when responding to a text.

TARGET
1-2 min

- Today we are going to spend time selecting text evidence. By asking ourselves specific questions, we can select the best text evidence when we're responding to a text.
- If we answer YES to these questions, we have selected relevant text evidence for our purpose.
- If we answer mostly no, we will need to go back to the text to find different text evidence.

TEACH
1-2 min

The focus for today is choosing relevant text evidence when responding to a text.

When selecting text evidence, we should ask ourselves 4 questions:

- Does this evidence connect to the question I am answering?
- Is this evidence relevant to the question or discussion?
- Does this evidence support my opinion, perspective, or answer?
- Do I understand this piece of evidence? (Can I explain it in my own words?)

If you can answer YES to all four of those questions, then the evidence is a strong piece of evidence and is something you can use to support your answer. But if you answer no, you might need to keep reading or searching for a different piece of evidence to use.

Let's look at the strategy card to learn more about what we can do once we have answered these 4 questions!

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *The Mystery of the Ocean* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep

TACKLE
5-7 min

Selecting Text Evidence

Readers can choose relevant text evidence when responding to a text.

When selecting text evidence, ask yourself these 4 questions:

- Does this evidence connect to the question I am answering?
- Is this evidence relevant to the question or discussion?
- Does this evidence support my opinion, perspective, or answer?
- Do I understand this piece of evidence? (Can I explain it in my own words?)

If you answered mostly... YES: Use the evidence in your response! NO: Go back to the text. Look for a different piece of evidence.

The Mystery of the Ocean

The ocean is a vast and wonderful place! Scientists have researched many areas, wildlife, and plants of the ocean, but much of the ocean is still a mystery.

Intriguing caverns, often referred to as "blue holes," can be found across the ocean bed. These massive underwater sinkholes are often hidden to the human eye. Coral, sponges, sharks, and even sea turtles call these caverns home.

The "blue holes" are a favorite to deep-sea divers. Until recently, they were not fully explored by scientists. There are several reasons for this, but mostly because these areas can be hard to detect and reach. Which also makes it difficult for researchers to use submersibles, or underwater robots, to help explore the caverns.

But a mysterious blue hole located near Florida's Gulf Coast has caught scientist's attention. The cavern, called "Green Banana," is 425-foot-deep and lies another 155 feet below the ocean's surface. The US National Oceanic and Atmospheric Administration decided to sponsor the exploration of the blue hole!

A team of researchers and divers explored the sinkhole. Scientists think the hole formed over 10,000 years ago. Because the cavern reaches depths beyond reach of a normal scuba diver, a team of technical divers made the dive. The team also used a 600-pound submersible with scientific tools, to assist in exploring.

Scientists are especially interested in the make-up of these sinkholes. They discovered coral, seagrass, sponges, crab, clams, and schools of fish. Because of this, they wonder if there is something special about the sediment around the blue hole.

After making their first exploration of the Green Banana in August 2020, the team plans to make more dives in

Selecting Text Evidence

Readers can choose relevant text evidence when responding to a text.

Directions: Underline the evidence in the text that supports each answer:

- Why was it difficult for researchers to explore blue holes?
- How far below the ocean's surface is the Green Banana?
- When was the first exploration of the Green Banana?

STRATEGY LESSON #5

FOCUS: Evaluating Text Evidence

Objective: Students will be able to evaluate which piece of evidence best supports their thinking.

TARGET
1-2 min

- Today we are going to spend time evaluating text evidence to find pieces that best support our thinking.
- When we learn how to evaluate for effective evidence, it will help us better support our thinking about a text and become stronger readers!

TEACH
1-2 min

The focus for today is evaluating which piece of evidence best supports our thinking.

When you evaluate something, you are judging it. As readers, we want to evaluate the evidence that we find others use to support our thinking.

When you respond to a text, whether you are writing or discussing, it is important to choose text evidence that is directly related to your thinking.

Choosing a relevant piece of evidence takes practice. Sometimes, you might find evidence that does a really good job of supporting your thinking, and other times the first piece of evidence you find, might not be the strongest.

There are questions you can ask yourself to help you evaluate evidence for its effectiveness.

Let's look at the strategy card to learn more about the specific questions we can ask when evaluating text evidence.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *Tarantulas!* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

DISCUSS

- Who can tell me how they used this strategy when selecting relevant text evidence?
- How did this strategy help you determine if the evidence you selected was relevant to your thinking or not?

Link

- Remember, sometimes we pick evidence that we find interesting, but it doesn't best support our thinking in response to a text.
- Asking ourselves a series of questions can help us choose the best evidence for our thinking.

TRANSFER
2-3 min

Evaluating Text Evidence

Readers can evaluate which piece of evidence best supports their thinking.

To evaluate the effectiveness of your evidence, you can ask:

- Does this evidence support my answer or is it just interesting?
- Are there multiple pieces of evidence that support my thinking?
- Is this the strongest piece of evidence or is there a better example that supports my thinking?

Tarantulas!

The tarantula is a slow moving, hairy spider. They are very skilled nocturnal predators. Insects, frogs, toads, and mice are the tarantula's prey of choice.

This peculiar looking arachnid can be found all around the world - in tropical, subtropical, and desert regions. A tarantula's color and behavior can vary depending on their environment. Unlike many other spiders, a tarantula does not use a web to catch its prey. They use their legs and a paralyzing venom. Maybe even more strange than their appearance, tarantulas secrete, or produce, a digestive enzyme that turns their victim's bodies into liquid - making it easier for them to consume! Yuck!

Some tarantulas live in burrows. A burrow is an underground hole or tunnel. They choose to build their homes in well-drained soil. Others choose to live under rocks or logs. Tarantulas usually live their burrows with silk webbing for protection.

One variety of tarantula, known as the Oklahoma Brown variety, makes an annual migration across the U.S. Every fall, massive numbers of tarantulas - mostly males - make the trek across southeast Colorado. From mid-September to early October, large groups of tarantulas can be seen crossing highways and open prairies in southeastern Colorado.

The Comanche National Grassland near La Junta, Colorado is a top destination for spotting tarantulas on their migration journey. Located in the southeastern part of Colorado, the park is nearly 150,000 acres. The best viewing times are of February to sunset.

This annual migration occurs during tarantulas peak mating season. Males are most often making the long trips. Female tarantulas most often build burrows in one area and stay there for their entire lifetime. These arachnids can live up to 25 years!

Other states may witness this occurrence too. Tarantulas have been known to migrate in Arizona, Arkansas, California, Kansas, Louisiana, Missouri, Nevada, New Mexico, Oklahoma, Texas, and Utah!

Experts want people to enjoy the experience of seeing hundreds, sometimes thousands, of tarantulas on the move, but they advise to never pick up a tarantula seen in nature. It's best to leave them alone for you and the creatures safety!

Evaluating Text Evidence

Readers can evaluate which piece of evidence best supports their thinking.

1. What do you think the word peculiar means in the text? Use examples from the text to support your thinking.

2. Where is the best place to view tarantula migration?

3. How do tarantulas catch their prey?

Name: _____ Date: _____

Organize Your Thinking: *To find a question that came to mind while reading. Collect text evidence to answer the question, then evaluate it!*

QUESTION:

MY ANSWER

TEXT EVIDENCE

EVALUATE

- Does this evidence support my answer or is it just interesting?
- Does my evidence include facts or opinions? Which would best support my writing?
- Is this the most important piece of evidence from the text?
- Do I have enough evidence to fully answer the question?

Comprehension Questions:

- Why do you think experts advise against picking up a tarantula?
- According to the text, what does the word secrete mean?
- What is the author's purpose for writing the text? Use examples to support your thinking.

A LOOK INSIDE...

*8 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #7
FOCUS: Making Inferences

Objective: Students will be able to use evidence from the text to make inferences.

TARGET
1-2 min

TEACH
1-2 min

TACKLE
5-7 min

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *Celebrating the New Year* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

Making Inferences
Readers can use evidence from the text to make inferences.

How to make a strong inference:

I infer...
Share or write your inference.

I think this because...
Include your text evidence. Use evidence-based terms when stating the evidence.

From my own experience...
Explain the background knowledge, connection, or experience that helped you make the inference.

Therefore, I infer...
Restate your inference.

Celebrating the New Year

My family and I have lived in the United States since I was born. But my parents were born in China. My mother and father came to the US when they were first married. My brother and I have traveled to China a few times to visit relatives that still live there.

I enjoy learning about my Chinese heritage. More than my brother does. And one of my favorite holidays that we celebrate is the Chinese New Year!

Unlike here in the United States, we celebrate the Chinese New Year on the new moon that falls between January 21 and February 20. This holiday is also known as the Lunar New Year, or Spring Festival. This celebration marks the end of winter.

I learned everything I know about the Chinese New Year from my parents. They told me this holiday is over 3,500 years old. That really caught my attention because I love history.

My parents, my brother, and I celebrate the Lunar New Year with other families in our neighborhood. Some of them are Chinese, but there are a few families from other countries, like South Korea, Singapore, and Indonesia! We eat special foods to bring good luck - like fish, dumplings, spring rolls, and Tangyuan. Tangyuan is a traditional Chinese dessert. They are sweet rice balls, and we eat them to increase family togetherness.

We gather to partake in customs that bring good luck, good fortune, wealth, and happiness to the new year. Our celebrations often span over 15 days! My favorite memories are watching the dragon dances and participating in the lantern festivals.

In America we recognize January as the start of the new year, but the Chinese calendar is about one month behind. And has somewhere between 30-50 more days per year.

Making Inferences
Readers can use evidence from the text to make inferences.

How to make a strong inference:

I infer...
Share or write your inference.

I think this because...
Include your text evidence. Use evidence-based terms when stating the evidence.

From my own experience...
Explain the background knowledge, connection, or experience that helped you make the inference.

Therefore, I infer...
Restate your inference.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to gather text clues, share your background knowledge, and make an inference based on what you read.

TEXT CLUES **BACKGROUND KNOWLEDGE**

MY INFERENCE

Comprehension Questions:

1. How is the Chinese New Year different than the New Year celebrated in America? How are they alike?

STRATEGY LESSON #8
FOCUS: Responding to Text

Objective: Students will be able to respond to a text in a variety of ways.

TARGET
1-2 min

TEACH
1-2 min

TACKLE
5-7 min

TRANSFER
2-3 min

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text relevant for this strategy, or if you prefer to have all students using the same text, you can use the text *Losing Time* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

Responding to Text
Readers can respond to a text in a variety of ways.

When you talk or write about a text, you can:

Paraphrase: When you paraphrase, you use your own words to restate what the author said in the text.

Direct Quote: When you use direct quotes, you use the exact words of the author. Be sure to give credit!

Summarize: When you summarize, you share the main idea and important details in just 4-5 sentences.

Losing Time

As I walked home from school, I couldn't stop thinking about what our teacher said as we walked out the door. "Don't forget we lose an hour this weekend! What did she mean lose an hour?"

I was so busy thinking about losing time, I walked past our driveway and made it to the end of our street. I hurried around to make the walk back to my house when I saw my friend Louis in his front yard. Ah! I thought to myself. I will ask Louis, he knows everything!

Louis was a retired librarian. I met him when he helped me get a library card when I was seven. He has been our neighbor since I was born.

"Hi Louis! Can I ask you about something our teacher said today in school?" I asked. He smiled and waved me over to the bench in his yard.

"Sure, mfo. What did she say?" he replied.

"Well, it was as we were leaving. She shouted, 'Don't forget we lose an hour this weekend!' I looked at Louis with a puzzled face.

He chuckled a little before responding. "What's so funny?" I snapped. "I have been thinking about it the entire walk home from school. How do you lose time?" I was feeling a bit embarrassed for not understanding.

"No, no, Jar. I'm not laughing at you. I laughed because there was a time when I was about your age, and somebody said that phrase to me too. I worried for a month about where that lost time went! He laughed again. I felt a little less embarrassed, but still didn't understand. I waited for him to continue.

"We don't lose time, mfo. Not how you are thinking." He started to explain. Louis shared with me the details of Daylight Saving Time (DST) - which takes place in March. On this day people move their clocks one hour forward - which explains the lost time.

Daylight Saving Time (DST) was established to help us enjoy longer days during the spring and summer months. DST is observed in countries around the world. America was actually one of the later countries to adopt the practice.

"This Sunday we set our clocks ahead one hour before we go to bed, of course, your phone clock will automatically do it for you." Louis assured me. "It may seem like we lose time, but we are just manipulating the clock!"

Responding to a Text
Readers can respond to a text in a variety of ways.

Choose two from the list below to respond to the text:

Paraphrase
 Direct Quote
 Summarize

Use the spaces below to respond to the text:

I chose to _____

I chose to _____

Name: _____ Date: _____

Organize Your Thinking: Set down 3 direct quotes from the text. Be sure to use quotation marks and give credit to the author. Then paraphrase each quote.

WHAT THE TEXT SAID: WRITE IT AS A DIRECT QUOTE

WHAT THE READER SAID: PARAPHRASE THE TEXT

Comprehension Questions:

1. How are being a monster and a traditional actor similar? How are they different?

2. What do you think the author's purpose was for writing this text?

3. What two qualities does Alan describe as a requirement for being a movie monster?

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