

Lesson 3: Reading Informational Texts: Researching Expert Group Natural Disasters



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



Daily Learning Target

- I can read an informational text closely and take notes in order to answer research questions. (RI.5.1, W.5.7, W.5.8)
- I can cite evidence from the text to support my answers to questions. (RI.5.1)

Ongoing Assessment

- Natural Disasters Research note-catcher (RI.5.1, W.5.7, W.5.8)

Agenda

1. Opening

- A. Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Expert Group Work: Researching Natural Disasters (35 minutes)

3. Closing and Assessment

- A. Back-to-Back and Face-to-Face: Natural Disasters Research (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue researching in expert groups, reading a new informational text about their natural disaster. They read their text first for gist and unfamiliar vocabulary, and then reread it to find answers to the research questions developed in the previous lesson (RI.5.1, W.5.7, W.5.8).

- Note that the routine for reading for gist and unfamiliar vocabulary is slightly different than in previous modules. In this unit, students do not use a note-catcher to record the gist and unfamiliar vocabulary for each section of the text; instead, they annotate their copy of the text, writing notes about the gist in the margin and circling vocabulary. Answers, however, have been provided for teacher reference using the same note-catcher as used in previous modules.
- Students practice their fluency in this lesson by reading their expert group texts aloud during Opening A. This kind of fluency practice continues over the course of the module.
- In this lesson students focus on working to become ethical people by focusing on a characteristic of their choice as they work in expert groups to continue their research.

How this lesson builds on previous work:

- In Lesson 2, students began their research of natural disasters by developing research questions and working in expert groups to take notes while watching a video about their natural disaster. Students continue their research in this lesson.
- Continue to use Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may require additional support when researching. Consider identifying specific excerpts from the text to help students focus in on the most relevant parts for their research

Assessment Guidance:

- Review student Natural Disaster Research note-catchers to assess how well they take notes and cite evidence to answer research questions and to identify common issues to use as whole group teaching points in future lessons.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist as students research and discuss in small groups in Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will shift gears in their research, closely reading a new text focused on how to stay safe during natural disasters.

In advance:

- Review the Catch and Release protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see Materials).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to build on their learning about their natural disaster from the previous lesson; read a research text for gist prior to reading it for research; determine the meaning of unfamiliar vocabulary and come to a common understanding of the word meanings in their expert groups; and reflect on and share their learning in pairs at the end of the lesson.
- ELLs may find it challenging to comprehend and collect research from their expert group text in the time allotted. Consider reading aloud the text for students and/or allowing them to be responsible for reading a portion of rather than the entire text (see Levels of Support and the Meeting Students' Needs column).

Levels of support

For lighter support:

- During Opening A, invite students to explain how they determined the meaning of unfamiliar vocabulary words, emphasizing the strategies of using context, and affixes and roots, as clues.
- After adding vocabulary words to the academic and domain specific word wall during Opening A and B, invite students to use each word in a sentence with context. This supports their understanding of each word, as well as provide additional context for each word for students who need heavier support.

For heavier support:

- Prepare sticky notes with pre-written words or drawings based on the gist of different sections of each of the expert group texts. During Opening A, students can match the gist represented on the sticky notes with each section of their expert groups text.
- During Work Time A, provide a partially filled-in copy of the Natural Disaster Research Note-catcher.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on chart or board during discussions.
- **Multiple Means of Action and Expression:** Continue to support students in building their writing stamina and effort by providing scaffolds that build an environment which is conducive to writing.
- **Multiple Means of Engagement:** Some students may need additional support in linking the information presented back to the learning targets. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- natural disaster, cause, effect (L)
- “Tornado”: violent, rotating, cyclone, develop, massive, frequently, extending, destruction, classified, minimal, capable, meteorologist, alert, warnings (T)
- “Hurricane”: cyclone, violent, central, destructive, weaken, eye, ring, bands, activity, diameter, advance, produce, shelter, surged (T)
- “Tsunami”: force, destruction, earthquake, wave, strike, resulting, shore, coastline, evacuation, warning, prevent (T)
- “Earthquake”: collapse, landslides, tsunamis, seismologists, crust, fault, instruments, distance, occur, decrease, predict, quake-resistant, drills (T)
- “Volcano”: destroyed, eruption, crust, magma, lava, depression, vent, chamber, classify, active, extinct, produce, ash, spew, continents, rise (T)

Refer to the Textual Analysis Resources for additional academic vocabulary to teach with “Tornado,” “Hurricane,” “Tsunami,” “Earthquake,” and “Volcano.”

Materials

- ☑ Expert group texts (one per student in each expert group):
 - “Tornado”
 - “Hurricane”
 - “Tsunami”
 - “Earthquake”
 - “Volcano”
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Finding the Gist and Unfamiliar Vocabulary: Expert Group Texts (answers, for teacher reference)

- ✓ Vocabulary log (from Module 1; one per student)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Domain-Specific Word Wall (begun in Lesson 1)
- ✓ Natural Disasters Research note-catcher (begun in Lesson 2; added to during Work Time A; one per student and one to display)
- ✓ Natural Disasters Research note-catcher (begun in Lesson 2; example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Timer (one; used by the teacher during the Catch and Release protocol)

Opening

A. Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (15 minutes)

- Invite students to move to sit with their expert groups.
- Remind students that they are working towards creating a PSA to raise awareness about what to do to stay safe during a natural disaster, and that they will share their PSA as part of the final performance task at the end of the module.
- Tell students that today they will continue working with their expert groups to research their natural disaster. Distribute copies of the **expert group texts** and tell students that they will use a new source to gather information about their disaster.
- Guide students to read for gist by first inviting them to read their group's text and briefly discuss what it is about.
- Direct students' attention to the **Close Readers Do These Things anchor chart** and review as necessary.
- Remind students that being willing to struggle is one key to being a strong reader of difficult texts.
- If necessary, review how students found the gist of a text and determined the meaning of unfamiliar words in previous modules.
- Tell students that as they reread their group's text, they should circle any unfamiliar vocabulary and write the gist of each section in the margins of the text.
- Invite students to begin working with their expert groups. Circulate to support students in reading their texts. Refer to the **Finding the Gist and Unfamiliar Vocabulary: Expert Group Texts (answers, for teacher reference)** as necessary. Remind students to record new vocabulary in their **vocabulary logs**.
- After 15 minutes, refocus whole group and invite students to share any unfamiliar words and their definitions. Add any new words to the **academic word wall** and **domain-specific word wall**.
- Using a total participation technique, invite responses from the group:

***“What research question do you think your expert group’s text will help you to answer?”
(Responses will vary based on each group’s text.)***

Meeting Students' Needs

- For ELLs and students who may need additional support with information processing: (Orally Reviewing) Before inviting students to read their expert groups texts, encourage them to orally process in pairs the information they collected on their research note-catcher in the previous lesson. This will allow them to review what they have already learned about their natural disaster, as well as remind them of the questions they are seeking to answer in their research. (MMR, MMAE)
- For ELLs and students who may need additional support with reading: (Jigsaw Reading) Consider assigning one section of the expert group texts to each group member. Students can be responsible for reading that section and then report back to the group about the gist of their section. Invite more confident readers to read more than one section as needed. (MMAE)
- For ELLs and students who may need additional support with vocabulary: (Sketching and Acting Out Unfamiliar Vocabulary) Invite students to sketch or draw any unfamiliar vocabulary words in their expert groups text, and to act out the meaning of each word to support their group's common understanding of each word. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:
 - "I can read an informational text closely and take notes in order to answer research questions."*
 - "I can cite evidence from the text to support my answers to questions."*
- Turn and Talk:
 - "What do you think you will be doing in this lesson? What makes you think that?" (reading a text and finding information that answers the research questions we just developed)*
- Invite students to retrieve their **Natural Disasters Research note-catcher**. Remind them that they brainstormed research questions and began using this note-catcher to record notes answering those questions in the previous lesson.
- Focus students on the research questions and review vocabulary, adding any new words to the academic word wall and domain-specific word wall.
 - *natural disaster* (a disaster that is caused by natural forces rather than human forces and destroys life and property)
 - *cause* (something that makes something else happen)
 - *effect* (something that happens because of something else; consequence)
- Focus students on the **Working to Become Ethical People anchor chart**, and invite them to read the habits of character on the chart to themselves. Tell students to discuss in their groups and choose a habit to focus on as they research today.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Summarizing the Target) Ask students to summarize and then to personalize the learning targets. (MME)

Work Time

A. Expert Group Work: Researching Natural Disasters (35 minutes)

- Tell students that they will continue working to answer those research questions, rereading their group's text to find facts and details supporting their thinking. Tell students that as with the videos they watched in the last lesson, some of the answers to their questions will be explicitly stated in the text, but other answers will need to be inferred, and some questions might not be answered in this text at all.
- Focus students on the first research question:
 - “Describe the natural disaster. What causes it? What happens during it?”
- Turn and Talk:

“Reread your group’s text. What causes your group’s natural disaster? What happens during it?” (Responses will vary based on each natural disaster.)
- Invite students to share with the other students in their group. Encourage students to cite evidence from their group's text to support their thinking as they discuss. Prompt students by asking guiding questions:
 - “How is a [tornado, hurricane, tsunami, volcano] formed?”
 - “Look at the headings of your text. Which section might have an answer to this research question?”
- Invite students to record their ideas on their Natural Disasters Research note-catcher. Remind students to only record relevant information from their group's texts, or facts and details related to what causes the natural disaster and what happens during it.
- As students record information for the first research question, remind them that the notes they take are to help them remember the facts and information they are collecting to use later in their writing, so they do not need to write in complete sentences. Refer to the **Natural Disasters Research note-catcher (example, for teacher reference)** as necessary.
- Post the steps students just took on the board and review them. Answer clarifying questions:
 1. Read the research question.
 2. Skim through the text looking for facts and details that answer the question.
 3. Discuss the answer as a group.
 4. Record notes answering the question on the Natural Disasters Research note-catcher.
 5. Repeat for each remaining research question.
- Invite students to begin working.

Conversation Cue: “Can you say more about that? Can you give an example?” (Responses will vary.)

Conversation Cue: “So, do you mean ____?” (Responses will vary.)

- As they are working, use the Catch and Release protocol to support students:
 - Use a **timer** to help students manage their time, setting it in increments of 10-15 minutes.
 - Circulate while students work, taking note of persistent questions or confusions. Continue to refer to the Natural Disasters Research note-catcher (example, for teacher reference) as needed.
 - After 10-15 minutes, bring the class back together and very briefly answer or clarify questions students have had about the work.
 - Repeat this process until the end of the work time.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets and how well they demonstrated the habit from the Working to Become Ethical People anchor chart they decided to focus on today.

Meeting Students' Needs

- For ELLs: (Reading Aloud Twice) To increase comprehension, and before inviting students to read to answer research questions, encourage a confident reader in each group to read aloud the text twice as the rest of the group follows along in their own copy of the text.
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Identifying Relevant Information) Using one of the expert group texts, model and think aloud the process for identifying facts and details to answer the second research question. As you model, think aloud what information is relevant and irrelevant, and why. Consider using sticky notes to mark facts and details that support the answers to the research questions. This will support students' understanding of the process, as well as provide concrete examples of relevant facts and details to answer the question. (MMAE)
- For ELLs and students who may need additional support with working memory: (Sticky Notes) Provide sticky notes and invite students to use them to mark facts and details in their expert group text as they read to answer the research questions. Encourage them to write the number of the research question on the sticky notes to help them remember which question the marked fact or detail answers. (MMR, MMAE)

Closing and Assessment

A. Back-to-Back and Face-to-Face: Natural Disasters Research (5 minutes)

- Refocus whole group. Invite students to take their Natural Disasters Research note-catchers and find a partner who researched a different natural disaster.
- Back-to-Back and Face-to-Face protocol:

“Describe your natural disaster. What causes it? What happens during it?”

“Describe the effects of your natural disaster. What can happen because of it?”

The Impact of Natural Disasters

- Invite students to return to their seats. Tell students they will continue their research of natural disasters in the next lesson.

Meeting Students' Needs

- For ELLs: (Sentence Frames) Provide sentence frames for students to use when sharing their learning during the Back-to-back Face-to-face protocol. Examples:
 - "One cause of a [tornado] is _____. Another cause is _____.
 - "Something that happens during a [tornado] is _____. For example, _____."

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your Independent Reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing fluency: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 4 or 6, or record an audio response. (MMAE)