

A decorative graphic featuring various colored circles (teal, lime green, orange, pink, yellow) and dashed lines of different colors (teal, yellow, green) scattered across the white background. The title text is centered in a large, grey, serif font.

Six Habits of Good Readers

Presented by:
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4th and 5th ELA

Questioning

- ⦿ Before reading to identify what you want to learn.
- ⦿ During reading to clarify parts of the text or story
- ⦿ After reading to further your study and dig deeper into the content

Day One

Accessing Prior Knowledge and Asking Big Questions

Objective: Today you will read multiple informational texts to begin research on your informational writing topic.

Directions: Read the articles from the *Kids Discover* magazine.

Before Reading:

- Jot down what you already know about the American Revolution and the role women played *before* the war.
- Use the 5 W's to ask clarifying questions about how women supported the cause for freedom *during* the American Revolution. Be sure to consider the focus question below when asking your own questions about the topic.

Focus Question: During the American Revolution, how did women support the cause for freedom?

Exploring My Prior Knowledge: What do I **already know** about this topic?

I know that before the American Revolution women...

Asking Questions: What do I **want to know** about this topic?

Q1:	Q2:
Q3	Q4

Question Stem Bank
5 W's and How Question Words
What, Where, When, Why, Who, How

Questioning

- ◎ Before reading to identify what you want to learn.

Asking Questions: What do I **want to know** about this topic?

Q1:

When the sun is high in the sky is that the hottest part of the day?

Q2

What would life be like if there was more than one sun?

Q3

Why is it important to protect yourself from the sun?

Q4

Question Stem Bank

5 W's and How Question Words

Predicting

- Write a sentence to state what you think the text is about based off the title.
- For example:**
I think this text is about....
or
I will read about....

Serving the Cause

From REVOLUTIONARY WOMEN

750L - 890L

ADDED

Women were not allowed to serve in George Washington's Continental Army.

But evidence shows that at least four women became part of the fighting force. Boys as young as 14 joined the army. So a woman could wear loose clothing and pretend she was a boy. One woman from Maine joined up with her brother in 1775. She served until the war ended in 1781. In 1776, an unidentified Cherokee woman was found dead on a battlefield. She wore face paint like male Cherokee warriors did, and she had a bow and arrows.

Sally St. Clair was part French and part African-American. Some say she joined the army in disguise to



◀ **In the summer of 1781**, the commander of the Continental Army in South Carolina was camped near the home of 16-year-old Emily Geiger. He needed more troops. But the nearest ones were far away. The countryside was full of Loyalists. Emily volunteered to carry a message, knowing that a girl wouldn't draw as much attention as a man. But, just to be safe, she memorized the message before she hid it in her clothing. Sure enough, British soldiers stopped her. When they went to get a woman to search Emily, she ripped up the message and swallowed the pieces. The British soon let her go, and she delivered the message aloud.



Predicting

- © For example:
I think this text is about...
or
I will read about...

Serving the Cause

I think this text will be about women taking sides during the Revolutionary War

from **REVOLUTIONARY WOMEN**

750L - 890L

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Inferring

- Using your background knowledge and information from the text.
- Go beyond the author's words to understand what is not said in the text



how many suns he had caught, and he really couldn't be bothered to count them just then.

He sat down by a river to rest. After a short nap he felt much better. 'Ah well, back to work, Erlang!' he said to himself and putting his pole on his shoulders again, he went back to chasing the suns. He searched for a long time, but he could not see any suns in the sky.

The sun that remained had hidden himself behind some thick, black clouds. Anxious to know whether Erlang was still chasing him, the sun peeped out cautiously from behind the clouds.

Erlang saw the sun peeping at him. 'Hey! You there! Come down here at once!' he cried.

The sun, terrified, dived back behind the clouds.

'Very well then, I am coming after you!' cried Erlang and ran off after the sun. He searched everywhere for him, but could not find him. He was about to give up and go home, when he saw a crowd of people coming towards him, laughing and shouting. 'Erlang!' they called. 'There is only one sun left in the sky!'

'How do you know?' asked Erlang.

'Well,' said a farmer. 'I was planting paddy in my field when I heard someone crying. I saw a tiny little sun hiding among the plants and weeping. 'What's the matter?' I asked, and the sun replied that all his brothers had been caught by Erlang and trapped under hills, so now he was all alone in the world and very frightened.'

'Well, if there's only one sun left, then I'd better let him be,' said Erlang thoughtfully. 'But

Inferring

The people grumbled and groaned, and appealed to the suns, begging them to set once in a while so that they could sleep and the earth could cool down, but the suns only laughed and chased each other faster and faster across the sky. The people could do nothing about them.

Connecting

- ◎ Draw on background knowledge to support your learning
- ◎ Something you read in another text, can apply to yourself, or have seen on television

The Seven Suns

Long ago, so long ago that most of us have forgotten this, there were seven suns in the sky. This made life really difficult. The suns would chase each other in the sky. First one sun would rise, and before it had a chance to set, another would be chasing it; before the second sun could set, a third would pop up into the sky. There was always at least one sun in the sky so that it was never dark - ever sleep! What's more, with seven suns shining brightly in the sky, it was so hot that people could bake bread and fry eggs without a fire. This was convenient, but the heat was unbearable.

The people grumbled and groaned, and appealed to the suns, begging them to stop for a while so that they could sleep and the earth could cool down, but the suns would not and chased each other faster and faster across the sky. The people could do nothing about them.

Until one day there came a young man called Erlang. Erlang was tall and strong as three ordinary men. When he saw how miserable the people were because of the suns, he thought to do something about it. 'Perhaps if I caught the suns and had a talk with them, they might agree to behave themselves,' thought Erlang to himself. So he set out to catch the suns. But that was harder than he had thought it would be - for as soon as he caught a sun and put it in a net, it would burn the net and escape. 'I can't trap them,' said Erlang to himself. 'I must think of another way.' At last he had it.

Erlang cut himself a long

Sunrise, Sunset...or Not?

by ReadWorks



The sun is a wonderful thing for Earth. It is a star that heats the planet and makes life on Earth possible. In addition, its light shines onto the planet. It is Earth's ultimate source of energy.

Summer days may be longer than winter days, but for most people, the sun seems to do the same thing each day: it appears to come up in the east for the day, and it appears to go down in the west for the night. The sun looks like it rises in the east and sets in the west because of how the earth spins in space. It spins toward the east, or counterclockwise. This means that

Connecting

- ◎ Draw on background knowledge to support your learning
- ◎ Something you read in another text, can apply to yourself, or have seen on television

Daughters of Liberty

Spinning for Liberty

By Sarah Glasscock



Aiding the Cause

from REVOLUTIONARY WOMEN

750L-890L

ADDED

Characters (in order)

Narrator

English Visitor

Patsy Blaire: Boston woman

Helen Dixon: Boston woman

Besides keeping the home fires burning, many women took on other work to help the war effort.

Some collected metal candlesticks, kettles, and plates. These were melted down. Then they were made into bullets and cannonballs. Groups of women who called themselves Daughters of Liberty got together to knit socks, weave cloth, or sew shirts for the soldiers.



Baltimore Advertiser from her brother in 1774. Paper was hard to find. But Goddard kept publishing for the whole war. She helped Patriot readers stay up to date with facts—when rumors were running wild. She was so good at her business that in 1777 she was asked to print the first copies of the Declaration of Independence with the names of all the signers.



◀ **Phillis Wheatley** was brought to Boston from Senegal, in West Africa, on a slave ship in 1761.


Summarizing

- Ability to wrap up what you read about detailing the main ideas.
- Shows comprehension of the text.

TO LEARNING		ELEMENTARY	
Q4:			
Other interesting facts			
Summary of What I've Learned <i>(Consider the 3W's of What, Where, When, and how when completing your summary)</i>			



Summarizing



Summary
of What
I've
Learned

*(Consider
the 3W's of
What,
Where,
When, and
how when
completing
your
summary)*

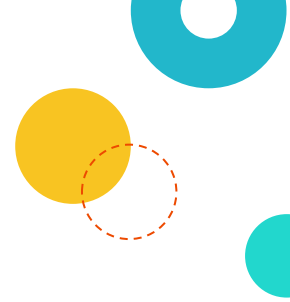

This story was about.....

First,

Next, ...

Then,

Finally,





Annotating

Annotation Key

Underline the major points.

Circle any keywords or phrases that are confusing or unknown.

? (Question Mark) shows questions that you have during the reading. Write the question in the margin.


Margin Notes show clarifying statements in the margins.

Writing Process





Writing Process



Prewriting is drafting out your ideas and organizing your evidence for the paper. Having appropriate evidence is important to support your claim.

(Option A) Multiple-Paragraph Outline (4 Paragraphs)

Name: _____

Date: _____

Topic: _____

Claim Statement: _____

Main Idea	Details
¶1 Introduction <i>(Be sure to include your claim statement)</i>	
¶2	

Outline

Outline

(Option B) Multiple-Paragraph Outline (4 Paragraphs)



Introduction

Thesis/Claim - Write an opinion statement about an important idea.



Supporting Idea 1

Topic Sentence _____

Evidence/Details



Supporting Idea 2

Topic Sentence _____

Evidence/Details



Supporting Idea 3

Topic Sentence _____

Evidence/Details

4th Outline

(Option B) Graphic Organizer



Introduction

Thesis/Claim - Write an opinion statement about an important idea related to your task.



Supporting Idea 1

Topic Sentence

Evidence



Supporting Idea 2



Writing

Using a notebook or a word document begin writing your paper.

Taking away the scaffolds of the outline.

