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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Nonfiction Research | | | | |
| **Grade Level:**4 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  This nonfiction unit of studydeepens the students’ learning of informational reading skills. Students will learn how to research a topic and further develop their note taking skills. A continued emphasis on reading to learn, reading with the main idea in mind, acquiring new vocabulary, and understanding text structures will also be included in this unit. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Reading to learn about a topic * Research skills * Notetaking * Reading with the main idea in mind * Acquiring new and complex vocabulary * Thinking across texts   **Understandings:**   * Readers read to learn about a topic. * Readers learn strategies to research a topic. * Readers learn note taking skills. * Readers use a variety of strategies to acquire new vocabulary. * Readers read with the main idea in mind. * Readers think across texts. * Readers teach others about what they have learned. | | | | |
| **Learning Targets** | | | | |
| *Connecting literacy with additional content areas. The standards below will be addressed within this unit.*   * [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.4.3.A](http://www.corestandards.org/ELA-Literacy/RF/4/3/a/) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  * [RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.  * [RF.4.4.A](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.  * [RF.4.4.B](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.4.4.C](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  * [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  * [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.  * [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  * [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/10/) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  * [SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.  * [SL.4.1.A](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * S[L.4.1.B](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.  * [SL.4.1.C](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  * [SL.4.1.D](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  * [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  * [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.  * [W.4.7](http://www.corestandards.org/ELA-Literacy/W/4/7/) Conduct short research projects that build knowledge through investigation of different aspects of a topic.  * [W.4.9](http://www.corestandards.org/ELA-Literacy/W/4/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | | *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of  American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). * 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. * 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. * 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. * 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. * 6.1.2.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Amistad/Asian American/Pacific Islanders) * 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Amistad/Asian American/Pacific Islanders) * 6.1.5.CivicsDp.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)   *Science:*   * 3-5-ETS1-2: Engineering Design: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. * 3-5-ETS1-3: Engineering Design Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. * 4-PS3-2: Energy Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. * 4-PS3-4: Energy Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. * 4-PS4-3: Waves and Their Applications in Technologies for Information Transfer: Generate and compare multiple solutions that use patterns to transfer information. * 4-PS4-1: Waves and Their Applications in Technologies for Information Transfer Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. * 4-PS4-2: Waves and Their Applications in Technologies for Information Transfer Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. * 4-PS4-3: Waves and Their Applications in Technologies for Information Transfer Generate and compare multiple solutions that use patterns to transfer information.   Career Readiness Practices   * Act as a responsible and contributing citizen and employee * Utilize critical thinking to make sense of problems and persevere in solving them. * Work productively in teams while using cultural global competence. * Consider the environmental, social and economic impacts and decisions * Use technology to enhance productivity, increase collaboration and communicate effectively   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science:**  **Interaction of Technology and Humans:**   * 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.   **Life Literacies and Key Skills: Technology Literacy**   * 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.   **Life Literacies and Key Skills: Critical Thinking**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. | | |
| **Essential Questions** | | | | |
| * How do reader read to learn? * How do readers research a topic? * What strategies do readers use to take notes? * How do readers acquire new and complex vocabulary? * How do readers think across texts? * How do readers teach others about what they have learned? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Read to learn about a topic * Acquire research skills * Develop note taking skills * Read with the main idea in mind * Think across texts * Develop strategies to acquire new and complex vocabulary * Teach others about what they have learned | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers think about what they already know about nonfiction reading.**   **-** Conduct a class inquiry and create a chart of previously taught nonfiction strategies.   * **Readers create research clubs to research a content area topic.**   - Organize text sets on different content area research topics and form clubs to study topics together.   * **Readers orient themselves to a text set.**   - Model how readers start with easier texts and then look at the table of contents to see what they will be learning about. (Reading History, pg. 6)   * **Readers make a plan for their reading by creating subtopics to study.**   - Model how readers peruse their texts and create subtopics that frequently appear. (Reading History, pgs. 6-8)   * **Readers use text structures to organize information.**   - Review common text structures and transition words. (Reading History, pg. 13)   * **Readers identify the text structure to help determine what is important.**   - Model how readers use the text structures to help find the main ideas. (Reading History, pg. 15)   * **Readers preview texts before they begin reading.**   - Demonstrate how readers preview the texts and identify text structures before they begin reading. (Reading History, pg. 18)   * **Readers think about the 3 w’s as they learn.**   - Model how readers think about who, where, and when as they research. (Reading History, pg. 25)   * **Readers prioritize and take notes on important information.**   - Model how prioritize and find important information. (Reading History, pg. 35)   * **Readers chunk the text and stop and take notes.**   - Demonstrate how readers break texts into chunks and take notes on the main idea. (Reading History, pg. 36)   * **Readers review nonfiction note taking strategies.**   - Help students develop a checklist for nonfiction note taking. (Reading History, pg. 43)   * **Readers synthesize across texts.**   **-** Model how readers read and think, “How does this connect with what I already read?” (Reading History, pg. 45)   * **Readers use phrases to synthesize information.**   - Demonstrate how readers use conversational phrases to synthesize information together. (Reading History, pg. 52)   * **Readers develop strategies for reading primary sources.**   - Model how readers use primary sources in their research. (Reading History, pg. 65)   * **Readers ask questions as they study primary sources.**   - Demonstrate questions to ask when studying primary sources. (Reading History, pg. 67)   * **Readers create a presentation by using their notes to teach others about what they have learned.**   - Teach students how to organize their notes and create a research presentation.   * **Readers celebrate their learning.**    + Share presentations to teach others.   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide students with any necessary print strategies and sight words. * Explain that the pictures in non-fiction texts can teach us something. * Provide students with nonfiction to compare to fiction books.   **Special Education:**   * Provide students with any necessary print strategies and sight words. * Explain that the text features in non-fiction texts can teach us something. * Practice using text features in just right books and articles. * Provide both nonfiction and fiction books for students to compare.   **At-risk:**   * Provide students with any necessary print strategies and sight words. * Explain how the pictures can teach us something as well as text features. * Practice using text features in just right books and articles.   **G & T:**   * Provide students who are above level with the appropriate books and activities that can challenge their thinking. * Reinforce comprehension and fluency reading harder texts. * Become an author by creating a non-fiction book for another student to read. | | | | |
| **Materials** | | | | |
| **Materials:**   * Reading History * Leveled library * Research topic baskets with a variety of texts * Book Bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books   **Mentor Texts:**   * The American Revolutionaries: A History In Their Own Words, 1750-1800 by Milton Meltzer, Ed. * King George: What Was His Problem? by Steve Sheinkin * Liberty! How The Revolutionary War Began by Lucille Recht Penner * The Revolutionary War by Josh Gregory * The Split History of The American Revolution: A Perspectives Flip Book by Michael Burgan (Diversity) * Through My Eyes by Ruby Bridges (Amistad) * For the Love of the Game: Michael Jordan and Me by Eloise Greenfield (Amistad) * Suitcase by Mildred Pitts Walter (Amistad) * Amina’s Voice by Hena Khan (Asian American/Pacific Islanders) * More to the Story by Hena Khan (Asian American/Pacific Islanders) * A Long Pitch Home by Natalie Dias Lorenzi (Asian American/Pacific Islanders) * Chef Roy Choi and the Street Food Remix by Jacqueline Briggs Martin and June Jo Lee (Asian American/Pacific Islanders) | | | | |
| **Assessments** | | | | |
| Formative:   * Teacher observations * Skills checklists * Teacher created tests * Reading notebook * Read Works comprehension assessments * News ELA comprehension assessments * IXL reading assessments * NJSLA practice tests   Summative:   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Fluency assessment * Rubrics * District created inter-disciplinary assessments * Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |