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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 3 Nonfiction |
| **Grade Level:**4 |
| **Duration:**Trimester 2  |
| **Description:**The nonfiction unit of studyis exposing students to possibilities within genre. By reading and studying three types of nonfiction (reference, literary, and biography), students will develop an understanding of various forms, features, and purpose of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Students will also learn locating information, finding answers, and deepening their understanding about the nonfiction topics they are reading and learning about. The unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about.  |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Reading to learn
* Text features
* Text Structures
* Challenges of nonfiction
* Main Idea
* Using text evidence
* Summarize
* Vocabulary
* Notetaking

**Understandings:** * Readers will read with intensity and learn from nonfiction.
* Readers use text structures to help accentuate what matters and take notes that follow the structure of the text.
* Readers will embrace the challenges of nonfiction reading and show how to tackle the difficult parts of nonfiction reading.
* Readers will tackle vocabulary through reading, note taking and conversation.
* Readers will identify the main idea, and create a summary based on determining the importance.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** [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.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

* [RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

* [RI.4.6](http://www.corestandards.org/ELA-Literacy/RI/4/6/) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

* [RI.4.7](http://www.corestandards.org/ELA-Literacy/RI/4/7/) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

* [RI.4.8](http://www.corestandards.org/ELA-Literacy/RI/4/8/) Explain how an author uses reasons and evidence to support particular points in a text.

* [RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

* [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.

* [RL.4.4](http://www.corestandards.org/ELA-Literacy/RL/4/4/) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

* [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.

* [SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

* [SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

* [SL.4.6](http://www.corestandards.org/ELA-Literacy/SL/4/6/) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](http://www.corestandards.org/ELA-Literacy/L/4/) for specific expectations.)

* [W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

* [W.4.2.A](http://www.corestandards.org/ELA-Literacy/W/4/2/a/) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

* [W.4.2.B](http://www.corestandards.org/ELA-Literacy/W/4/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

* [W.4.2.C](http://www.corestandards.org/ELA-Literacy/W/4/2/c/) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

* [W.4.2.D](http://www.corestandards.org/ELA-Literacy/W/4/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.

* [W.4.2.E](http://www.corestandards.org/ELA-Literacy/W/4/2/e/) Provide a concluding statement or section related to the information or explanation presented.

* [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.4.8](http://www.corestandards.org/ELA-Literacy/W/4/8/) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

* [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.

* [W.4.9.A](http://www.corestandards.org/ELA-Literacy/W/4/9/a/) Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

* [W.4.9.B](http://www.corestandards.org/ELA-Literacy/W/4/9/b/) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

* [W.4.10](http://www.corestandards.org/ELA-Literacy/W/4/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**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.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)
* 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.
* 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston hav impacted state and national governments over time.

*Science:** 4-ESS3-1: Earth and Human Activity: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
* 4-LS1-1: From Molecules to Organisms: Structures and Processes Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
* 4-LS1-2: From Molecules to Organisms: Structures and Processes Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
* 4-PS4-2: Waves and Their Applications in Technologies for Information Transfer Develop a model to describe that reflecting from objects and entering the eye allows objects to be seen.
* 4-LS1-1: From Molecules to Organisms: Structures and Processes Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (Climate Change)
* 4-LS1-2: From Molecules to Organisms: Structures and Processes Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

*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 of decisions
* Model integrity, ethical leadership, and effective management
* 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: Computing Systems*** 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Life Literacies and Key Skills:** **Creativity and Innovation*** 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

**Technology Literacy*** 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * How do readers read with intensity and learn from nonfiction?
* How do readers use text structures to help accentuate what matters and take notes that follow the structure of the text?
* How do readers embrace the challenges of nonfiction reading and show how to tackle the difficult parts of nonfiction reading?
* How do readers tackle vocabulary through reading, note taking and conversation?
* How do readers identify the main idea and create a summary based on determining the importance?
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| **Student Learning Objectives** |
| ***Students will …*** * Read to learn with intensity.
* Utilize text structures to help accentuate what matters and take notes that follow the structure of the text.
* Embrace the challenges of nonfiction reading and show how to tackle the difficult parts of nonfiction reading.
* Tackle vocabulary through reading, note taking, and conversation.
* Identify the main idea, and create a summary based on determining the importance.
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers read a variety of nonfiction texts in topic baskets.**

- Demonstrate how readers read nonfiction texts during nonfiction reading time and just right books during just right reading time.* **Readers read and learn with intensity.**

- Demonstrate how nonfiction readers learn from texts by making connections between what they already know and care about a text. (Reading the Weather, Reading the World, pg.4-14)* **Readers learn from nonfiction and get their mental arms around the text.**

- Model how to preview texts by surveying parts of the text as well as activating prior knowledge to anticipate how the text might go. Create anchor chart to show how to read nonfiction well. (Reading the Weather, Reading the World, pgs.15-25)* **Readers use text structures to help accentuate what matters.**

- Discuss and notice the structures in a text they are reading and use those structures to help them determine the information that is most important. (Reading the Weather, Reading the World, pg. 27-36)* **Readers read with the main idea in mind.**

**-** Demonstrate how readers chunk the text, asking themselves, “What is this part teaching me?” to find the main idea.* **Readers take notes that follow the structure of the text.**

- Model how readers take notes and follow the common nonfiction text structures. (Reading the Weather, Reading the World, pg. 27-36)* **Readers embrace the challenges of nonfiction reading.**

- Model the variety of ways that nonfiction texts can pose challenges. (Reading the Weather, Reading the World, pg. 37-46)* **Readers learn strategies to the hard parts of nonfiction reading.**

- Demonstrate how to become aware of those ways so they can tackle the hard parts. (Reading the Weather, Reading the World, pg. 37-46)* **Readers think about the challenges posed by texts that structured as hybrids.**

- Demonstratehow the challenges that nonfiction readers face derives from the fact that many texts are hybrid in structure. Authors use signals to determine which lenses to read through and how different parts of nonfiction text fit together.(Reading the Weather, Reading the World, pg. 45-57)* **Readers figure out if the text is hybrid and choose the appropriate lens to read through.**

- Model how to code nonfiction text by using a narrative or expository lens.(Reading the Weather, Reading the World, pg. 52-53)* **Readers will tackle vocabulary through reading, note taking and conversation.**

- Model how to look in and around new vocabulary words, so they can figure out the word meaning. (Reading the Weather, Reading the World, pg. 58-68)* **Readers identify the main idea of a text.**

- Model how to identify the main idea of text. (Reading the Weather, Reading the World, pg. 71-75)* **Readers create summaries of their reading.**

- Demonstrate how nonfiction readers create summaries of their reading that include the main idea and key details of the topic. (Reading the Weather, Reading the World, pg. 68-78)* **Readers focus on determining the importance in a text.**

- Demonstrate by reading a text and summarizing what is most important. (Reading the Weather, Reading the World, pg. 71-75)* **Readers celebrate all they have learned about reading informational texts.**

***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
* Reinforce comprehension and fluency reading harder texts.
* Students should continue to use text evidence to support their answers and wonderings.
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| **Materials** |
| **Materials:** * Reading the Weather, Reading the World (Climate Change)
* Leveled library
* Nonfiction topic baskets
* 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:** * Everything Weather by Kathy Furgang (Climate Change)
* Hurricane and Tornado by Jack Challoner (Climate Change)
* Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation by Duncan Tonatiuh (Diversity)
* Malala, A Brave Girl From Pakistan by Jeanette Winter (Diversity)
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| **Assessments** |
| Formative:* Teacher observations
* Skills checklists
* Teacher created tests
* Reading notebook
* Read Works comprehension assessments
* News ELA comprehension assessments
* IXL reading assessments

Summative:* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Fluency assessment
* Rubrics
* District created inter-disciplinary assessments
* Schoolwide / Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments
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| **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
	+ Restate facts from the story by referring to the pictures
	+ 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
* Restate facts from the story by referring to the pictures
* 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)
* Restate facts from the story by referring to the pictures
* 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
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| **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  |