|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| Content Area: English Language Arts | | | | |
| Unit Title: Unit 3 Nonfiction | | | | |
| Grade Level: 5 | | | | |
| Duration: Trimester 2 | | | | |
| Description: Nonfiction is a rich, engaging genre offering a variety of topics. By reading and studying different types of nonfiction (reference, literary, and biography) students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each type of nonfiction writing. This 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 * Types of nonfiction * Text structures * Reading with the main idea in mind * Vocabulary * Author's purpose * Compare information across texts | | | **Understandings:**   * Readers read a variety of nonfiction including reference, literary nonfiction, and biography. * Readers use knowledge of genre, text structure, and text features to support understanding. * Readers use comprehension strategies before, during and after reading to monitor comprehension. * Readers employ a variety of strategies to figure out unfamiliar vocabulary. * Readers infer author's purpose or point of view. * Readers compare information across texts. | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * [RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  * [RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  * [RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  * [RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  * [RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  * [RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  * [RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  * [RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  * [RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  * [RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  * [RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.5.3.A](http://www.corestandards.org/ELA-Literacy/RF/5/3/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.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) Read with sufficient accuracy and fluency to support comprehension.  * [RF.5.4.A](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding.  * [RF.5.4.B](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  * [SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  * [SL.5.1.A](http://www.corestandards.org/ELA-Literacy/SL/5/1/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.  * [SL.5.1.B](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.  * [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  * [SL.5.1.D](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  * [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  * [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  * [SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  * [SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  * [SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  * [W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  * [W.5.2.A](http://www.corestandards.org/ELA-Literacy/W/5/2/a/) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  * [W.5.2.B](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  * [W.5.2.C](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).  * [W.5.2.D](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.  * [W.5.2.E](http://www.corestandards.org/ELA-Literacy/W/5/2/e/) Provide a concluding statement or section related to the information or explanation presented.  * [W.5.7](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/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.  * [W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  * [W.5.9.B](http://www.corestandards.org/ELA-Literacy/W/5/9/b/) Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]""). | | *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) * 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations. * 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. * 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.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. * 6.1.5.HistroyUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust) * 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Amistad) * 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:*   * 5-PS2-1: Motion and Stability: Forces and Interactions: Support an argument that the gravitational force exerted by Earth on objects is directed down. * 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. (Climate change) * 5-ESS1-2: Earth’s Place in the Universe Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Engineering, Technology, and Applications of Science * 3-5-ETS1-3: Engineering Design Plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. * 5-PS2-1: Motion and Stability: Forces and Interactions Support an argument that the gravitational force exerted by Earth on objects is directed down. * 5-ESS1-1: Earth’s Place in the Universe Support an argument that the apparent brightness of the Sun and stars is due to their relative distances from the Earth. * 5-ESS1-2: Earth’s Place in the Universe Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.   *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: Engineering Design**   * 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models     **Life Literacies and Key Skills: 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   **Civic Financial Responsibility:**   * 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors | | |
| **Essential Questions** | | | | |
| * How do readers read to learn? * How do readers identify nonfiction texts? * How do readers identify text structure and text features? * How do readers think across texts? * How do readers determine the meaning of unfamiliar vocabulary? * How do readers identify the main idea and supporting details? | | | | |
| **Student Learning Objectives** | | | | |
| Students will:   * Recognize nonfiction as reference, literary nonfiction, or biography. * Identify text structures as description, problem / solution, cause / effect, compare / contrast, sequence. * Understand how text features add to the understanding of the topic. * Utilize strategies before, during and after reading to enhance comprehension. * Identify the main idea and supporting details on nonfiction text. * Use strategies to figure out unknown vocabulary. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers think about what they already know about the different types of nonfiction.**   - Conduct a class inquiry to find out what the students already know about nonfiction.   * **Readers immerse themselves in a variety of nonfiction texts.**   - Explain the various types of nonfiction texts: reference, literary nonfiction, and biography. (Nonfiction Unit, pg. 28-32)   * **Readers read both nonfiction texts and just right books.**   - Set up nonfiction topic baskets for students to read during nonfiction reading time and continue to read just right books during just right reading time.   * **Readers read with the main idea in mind.**   - Model how readers break the text into chunks and ask themselves, "What is this mostly about?"   * **Readers of reference nonfiction identify text features and use them to locate and sort information.**   - Demonstrate how text features help the reader find the main idea and locate information. (Nonfiction Unit, pg. 33-37)   * **Readers of nonfiction use text features to build their understanding and deepen their comprehension.**     - Model how readers navigate an article by utilizing text features. (Nonfiction Unit, pg. 72-77)   * **Readers of nonfiction read with an awareness of text structures to assist them in deepening their understanding.**   - Show how text structure is a way for nonfiction writers to organize information. (Nonfiction Unit, pg. 38-43)   * **Readers of nonfiction can identify problem and solution structure by looking for signal words.**   - Discuss words that signal problem and solution text structures. (Nonfiction Unit, pg. 85-89)   * **Readers of nonfiction understand that facts and information are organized in different structures.**   - Discuss words that signal cause and effect text structures. (Nonfiction Unit, pg. 90-95)   * **Readers of nonfiction read biographies with the understanding that they are usually organized chronologically.**   - Discuss words that signal time order. (Nonfiction Unit, pg. 96-101)   * **Readers of nonfiction determine the main idea of a text and explain how it is supported by details.**   - Model how readers identify the main idea and supporting details on a nonfiction text. (Nonfiction Unit, pg. 60-62)   * **Readers of nonfiction distinguish between ordinate and subordinate information.**   - Demonstrate how readers read with the main idea in mind idea and supporting details. (Nonfiction Unit, pg. 78-82)   * **Readers of nonfiction regularly come across unfamiliar words and phrases.**   - Model how readers utilize strategies to "unlock" the meaning of unfamiliar words. (Nonfiction Unit, pg. 49-54)   * **Readers of nonfiction build their academic and content-specific vocabulary as they learn about a topic.**   - Demonstrate how readers construct meaning of unknown vocabulary by looking for context clues in the text. (Nonfiction Unit, pg. 107-112)   * **Readers of nonfiction determine the author's purpose for writing.**   - Identify what the reader wanted to achieve by sharing the information in his or her text. (Nonfiction Unit*,* pg. 54-58)   * **Readers of literary nonfiction enjoy a well-crafted story and learn about the topic or subject.**   - Model how readers extract factual information from a story. (Nonfiction Unit, pg. 102-106)   * **Readers of nonfiction monitor for understanding and use fix-up strategies to clear up confusion.**   - Focus on identifying confusion and using strategies to repair comprehension. (Nonfiction Unit, pg. 113-118)   * **Readers compare information across texts.**   **-** Model how readers read with the main idea in mind and compare information across texts using two texts.   * **Readers celebrate all they have learned about reading nonfiction texts.**   **-** Create a class chart of nonfiction reading skills and strategies for readers to reference.  ***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. * 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. * Reinforce comprehension and fluency reading harder texts as they learn about more complex concepts in non-fiction. | | | | |
| **Materials** | | | | |
| **Materials:**   * Nonfiction by Schoolwide * 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:**   * Arrowhawk by Lola M. Schaefer * Henry's Freedom Box by Ellen Lewis (Diversity) * I is for Idea by Marcia Schonberg * Lizards by Sneed B. Collard III * A Warmer World by Caroline Arnold (Climate Change) * Women Explorers by Julie Cummins * Yolanda’s Genius by Carol Fenner (Amistad) * Number the Stars by Lois Lowry (Holocaust) | | | | |
| **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 * 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   + 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 |
| **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 | | | | |