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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 6 Nonfiction Research | | | | |
| **Grade Level:**5 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students continue to deepen their nonfiction reading skills and research strategies. Students will learn how to work with more complex texts and acquire unknown vocabulary. Inquiry research projects will be conducted by utilizing nonfiction reading skills. Reading with the main idea in mind, thinking about text structures, and summarizing across texts will be emphasized. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Reading to learn * Text structures * Reading with the main idea in mind * Vocabulary * Author's purpose * Compare information across texts * Research skills * Synthesis   **Understandings:**   * Readers read to learn about a research topic. * Readers use knowledge of genre, text structure, and text features to support understanding. * Readers learn research skills to study a topic. * Readers employ a variety of strategies to figure out complex vocabulary. * 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.5.7](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.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (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. * 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. * 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue * 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.   *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. (Climate Change) * 5-LS1-1: From Molecules to Organisms: Structures and Processes: Support an argument that plants get the materials they need for growth chiefly from air and water. * 5-LS1-1: From Molecules to Organisms: Structures and Processes Support an argument that plants get the materials they need for growth chiefly from air and water. * 5-LS2-1: Ecosystems: Interactions, Energy, and Dynamics Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. * 5-PS3-1: Energy Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. * 5-LS2-1: Ecosystems: Interactions, Energy, and Dynamics Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. * 5-ESS2-1: Earth’s Systems Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. * 5-ESS3-1: Earth’s Systems Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. * 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.   *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. * Plan education and career paths aligned to personal goals * Use technology to enhance productivity increase collaboration and communicate effectively using cultural/global competence   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**     • 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.    **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. * 9.4.5.TL.5: Collaborate digitally to produce an artifact   **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 * 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process   **Career Readiness:**   * 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 research a topic? * How do readers identify text structures? * How do readers think across texts? * How do readers determine the meaning of unfamiliar vocabulary? * How do readers deal with complex texts? | | | | |
| **Student Learning Objectives** | | | | |
| Students will:   * Read to learn and research a topic * Identify text structures as description, problem / solution, cause / effect, compare / contrast, sequence * Read with the main idea in mind * Learn research and note taking skills * Synthesize and think across texts * Use strategies to figure out unknown 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 all the nonfiction reading strategies they already learned in the previous nonfiction unit.**   - Conduct a class inquiry and create a chart of previously taught strategies.   * **Readers choose a topic to study.**   - Create non-fiction topic baskets for students to create research clubs to study the same topics.   * **Readers read paying attention to main ideas and their supports.**   - Model how readers pay attention to main ideas and their supports. (Tackling Complexity, pg. 5)   * **Readers pay attention to the text structures as they read to help them find the main idea.**   - Demonstrate how readers notice signal words that suggest text structures. (Tackling Complexity, pg. 6)   * **Readers orient themselves to more complex texts.**   - Model how readers preview the entire text to see how it will go. (Tackling Complexity, pg. 16)   * **Readers uncover complex main ideas.**   - Conduct an inquiry to determine different ways the main ideas become complex. (Tackling Complexity, pg. 26)   * **Readers think about several main ideas.**   - Model how readers navigate multiple main ideas. (Tackling Complexity, pg. 28   * **Readers chunk to find the main ideas.**   - Show how readers chunk the text to determine if it is the same main idea or a new one. (Tackling Complexity, pg. 31)   * **Readers use context to determine the meaning of vocabulary in complex texts.**   - Model how readers think about hard and technical vocabulary in context. (Tackling Complexity, pg. 45)   * **Readers use a variety of strategies to figure out unknown words.**   - Discuss a variety of strategies to figure out vocabulary. (Tackling Complexity, pg. 47)   * **Readers use morphology of words to tackle tricky words.**   - Model how readers use root words, prefixes, and suffixes to help them figure out tricky words. (Tackling Complexity, pg. 54)   * **Readers think about complex text structures.**   - Demonstrate how readers think about complex and hybrid text structures. (Tackling Complexity, pg. 64)   * **Readers summarize by including main ideas and key supporting details.**   - Model how readers summarize by using main ideas and key details. (Tackling Complexity, pg. 85)   * **Readers create research questions to drive their research.**   - Demonstrate how readers come up with research questions and keywords to drive their research. (Tackling Complexity, pg. 132)   * **Readers synthesize across texts.**   - Model how readers think about subtopics across texts. (Tackling Complexity, pg. 146)   * **Readers write about their reading.**   - Model how readers write about their reading using the texts and details. (Tackling Complexity, pg. 157)   * **Readers compare and contrast texts.**   - Demonstrate how readers compare texts using evidence. (Tackling Complexity, pg. 167)   * **Readers create a presentation of what they have learned and 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. * 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:**   * Tackling Complexity: Moving Up Levels of Nonfiction * 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:**   * Alien Deep by Bradley Hague (Climate Change) * When Lunch Fights Back by Rebecca L. Johnson * 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   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 | | | | |
| **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 | | | | |