

Unit 9 Biography & Wax Museum

Content Area: **English Language Arts**
Course(s): **Language Arts 4**
Time Period: **May**
Length: **4 Weeks**
Status: **Published**

Unit Summary

During this unit readers will learn how to read nonfiction texts and identify how they are similar and different to fiction texts. Students will learn to be stronger nonfiction readers when they read deeply in one subject area and become an expert. Readers will develop and expand their vocabulary of content specific words through envisioning and context clues. Readers will identify the main idea of various text as well as supporting details to the main idea. Readers will use their knowledge of reading literature to deepen their understanding of reading nonfiction and biographies.

Writers will develop researching skills by researching a famous person and use note taking strategies. Writers will build theories about nonfiction texts they are reading and using for research. They will be required to use various sources for their research and notice the differences in each text. Students will use their research to write a one-minute speech in the perspective of the person they have selected to research. The presentation will be presented in a 'wax museum' format. Writers in this unit will also use their knowledge of biographies to develop a personal biography on their own life

Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.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.
LA.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.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.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.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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”).
LA.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.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for

specific tasks.

Student Learning Objectives

Reading:

Students will learn to:

- describe the holocaust and genocide and their impact on society (N.J.S.A. 18A: 35-28)
- identify a citizens role in fighting racism and hatred (N.J.S.A. 18A: 35-28)
- identify contributions of various citizens to American society (N.J.S.A. 52:16A-88)
- read non-fiction by skimming to determine what to expect to learn from a text.
- independently read a biography of choice and recognize and understand the attributes of a biography and narrative non-fiction.
- build a community of readers and text buzz about nonfiction.

Writing:

Students will learn to:

- develop a personal biography following the structure of a biography.
- present an oral speech on a famous person.

Essential Questions

Reading Essential Questions:

- How are fiction and nonfiction texts similar and different?
- How do we use our reading strategies differently when reading nonfiction texts?
- How do we organize the information we read from a nonfiction text so that we can remember it?
- How do we teach others what we have learned in nonfiction texts?
- How do we use envisioning to help us determine the meaning of words in a text?
- How do we think of nonfiction text as stories and use our knowledge of story structure to determine importance?
- What are the attributes of the biography genre?

Writing Essential Questions:

- How do biographies use facts and details to inform readers and bring their subjects to life?
- What is the purpose of a biography?
- What purpose does nonfiction writing serve in our world?
- How does writing help the writer learn more about himself/herself?
- What structures support nonfiction writing?
- How/Why do writers of nonfiction writing accumulate and document the facts needed for their writing?

Enduring Understandings

Reading:

Students understand that:

- biography authors write in chronological order.
- biography authors write about important events, challenges and influences in the person's life.
- biography authors want to inform the reader about the person and their contributions to society.

Writing:

Students understand that:

- biography authors write in chronological order.
- 'wax museum' biography speeches are developed with the most important events and contributions a person has made.
- presenting requires specific skills including eye contact and communication skills.

Application

Reading:

Students will be able to independently use their learning to:

- read narrative nonfiction using story structures to determine importance.
- teach others what they learned from nonfiction texts, paying close attention to the main ideas and supporting details.
- organize information from various nonfiction sources.
- students can retell narrative nonfiction in the same way they retell fictional stories.
- figure out unfamiliar words by envisioning the words of our texts and thinking about what would make sense.

Writing:

Students will be able to independently use their learning to:

- revise and edit written work.
- use specific techniques and structure to better inform a reader and make writing accurate and interesting.
- identify structures for developing research notes to develop a speech incorporating notes.
- write knowing their audience is a listener.