

Unit 4/5: Navigating Nonfiction Vol 1 & 2

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **January**
Length: **January-February 7 weeks**
Status: **Published**

Student Learning Objectives

By the end of this unit, Readers will learn to:

- Work in a book club group to research and present on a topic.
- Read a grade level text independently and create a theory (main idea statement) based on evidence provided in the text.
- Use Boxes and Bullets (or other graphic) to take notes on reading.

Standards

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.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.
LA.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.
LA.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.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.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.
LA.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).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.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.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
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.

Unit Summary

Building on their extensive non-fiction reading in 4th grade, students will learn that if they pay attention to the texts' underlying structures and explicit features, they can more easily take in, synthesize, learn from, and respond to large amounts of information. While this unit focuses on expository non-fiction, or All-About text, students will also work with Hybrid and Narrative Nonfiction and focus on how to read those differently.

In Volume 1, students focus on central ideas and supporting evidence of expository text. In Volume 2, students shift to read narrative nonfiction and hybrid text, where they apply their knowledge of character to understand the needs, wants, motivations, and struggles of a real person. Towards the end of the unit, small groups of students will pursue projects (on anyone of the types of text) related to their interests with the end goal of teaching their peers effectively about their topics.

Essential Questions

- How are fiction and nonfiction books similar and different?
- How do we use our reading strategies differently when reading nonfiction texts?
- How do we use our schema to help us read nonfiction books?
- How do we organize the information we read in a nonfiction text so that we can remember it?
- How are nonfiction books structured to help us make sense of the big ideas?
- How do we develop theories about nonfiction texts?
- How do we grow our theories about nonfiction texts?
- How do we teach others what we have learned in nonfiction texts?

Application

Students will be able to independently use their learning to:

- explain how nonfiction and fiction are different.
- use different reading strategies to read nonfiction text.
- identify the text structure(s) of a nonfiction article/book.
- develop theories about the things that they have learned.

Enduring Understandings

Students will understand that:

- there are two types of nonfiction, expository and narrative, and each type should be read through a different lens.
- expository texts are organized around central ideas (main ideas) and supporting evidence.
- expository texts are organized in various structures, depending on how or what the author wants to say.
- readers preview the text to notice text features, text structure, think about what they already know, and what they are going to learn.
- readers read narrative nonfiction as stories with characters, paying close attention to character traits, motives, struggles, and triumphs.
- readers find the unifying underpinnings of all events and information in the story. They ask, "what is the story about?" And "What is the story aiming to show?"

Skills

Students will be skilled at:

- participating in a book club group to research and present on a topic.
- reading a grade level text independently and creating a theory (main idea statement) based on evidence provided in the text.
- using Boxes and Bullets (or other graphic) to take notes on reading.

Resources

Calkins Lucy, (2010) Navigating Nonfiction Volume 1 & 2
Calkins, Lucy. Ehrenworth, Mary. Taranto, Annie (2010) The Research-Based Argument Essay
Serravallo, Jennifer (2015) The Reading Strategies Book
Bruckner, Amy (2005) Nonfiction Notebooks
Griffey, Harriet (2013) Secrets of the Mummies
Hickman, Pamela (1990) Bugwise
News ELA - <https://newsela.com/>
Readworks - <https://www.readworks.org/>
StoryWorks online

