

# Unit 4 Reading: Learning Through Non Fiction

## Reading and Researching Important People

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 2**  
Length: **4 Weeks**  
Status: **Published**

### **Brief Summary of Unit**

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Students will utilize the nonfiction reading skills from the previous unit to learn from their reading. Students will complete research projects to better understand about a person they are interested in. Students will be able to teach others about what they are researching.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

### **Pacing Guide**

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3.](#)

Please refer to [this scope and sequence for Word Study.](#)

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder.](#)

### **Standards**

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

## Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless,

	heat/preheat).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## **Essential Questions/Enduring Understandings**

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How can I use all that I know about nonfiction reading, and about writing to learn, in order to research a person. When I'm doing this, and I find different texts address the same topic differently, can I try to puzzle over why that would be?

How can I draw on all that I know about reading narratives and about character development to read biographies (and other forms of narrative nonfiction) well?

Readers learn factual information from informational texts.  
Readers become experts about a topic and share that information with other readers.  
As researchers, readers focus on certain parts of the text to get the information they need.  
As researchers, readers set goals for themselves and hold themselves accountable for those goals.  
As researchers, readers learn to be able to teach others.

### **Students Will Know/ Will Be Skilled At**

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Readers read nonfiction texts to learn new concepts and information.  
Readers activate their schema before reading nonfiction texts to gain a deeper understanding of the concepts.  
Readers identify the authors' slants and use those slants to inform how they read nonfiction books.  
Readers grow ideas to deepen their understanding and develop theories about nonfiction texts.  
Readers utilize multiple texts on the same topic to deepen their understanding.  
Readers make a plan for their learning and hold themselves accountable for their reading goals.  
Readers learn through text and teach others what they are learning.

Readers will know that biographies are a narrative form of fiction.  
Readers will think deeply about and learn from the subjects in their books.  
Readers will utilize comprehension strategies to better understand the text.  
Readers will develop their abilities to write well about reading.  
Readers will learn from the subjects challenges and achievements in life.

Readers will be able to conduct research about an unfamiliar topic.  
Readers will be able to identify important and unimportant parts in order to read more quickly.  
Readers will be able to break apart the main topic into smaller sub-topics.  
Readers will be able to focus their reading on answering their own specific questions.  
Readers will be able to focus their reading by concentrating on what they find fascinating.  
Readers will be able to grow ideas about their research topic.  
Readers will be able to gather information to support the writing of their informational text.

Readers will differentiate between narrative nonfiction and expository texts.  
Readers will connect cause and effect events in a person's life to understand his journey and achievements.  
Readers will synthesize and interpret events by providing relevant text evidence.  
Readers will choose words to more precisely describe a character or event.  
Readers will identify life lessons that could be learned from a biography.  
Readers will recognize that the main character in narrative nonfiction may be a person, an inanimate object, or a group of people.  
Readers will participate in book clubs.  
Readers will build independent reading stamina and fluency.

### **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as

formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### Formative Assessments

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Student notes

### Summative Assessments

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Reading Comprehension Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions

- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

## Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, nonfiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

## Learning Plan

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Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

## Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading and Small-Group provides instruction around specific **Level O** language and literary features:

- Memorable characters who change and develop over time
- Factors related to character change explicit and obvious
- Figurative Language important to understanding plot
- Setting important to understanding plot
- Complex plots with numerous episodes and time passing
- Building Suspense
- Multiple points of view revealed through characters' behaviors
- Identifying the theme
- Connecting the theme to real life
- Analyzing perspectives of the characters and understanding their perspective
- Agreeing/disagreeing with character perspective
- Providing evidence from the text to support ideas
- Multi-syllable words with more than three syllables
- Hyphenated words across lines

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

## **Structured Literacy**

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study, please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

## **Suggested Teaching Points/ Lessons: Being a Biography Reader**

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Readers recognize categories of nonfiction text. We can do this by sorting the two groups.

- Informational (expository) texts teach us all about a topic.
- Narrative nonfiction texts are true stories, such as a biography which is about a person's life.

Readers use all they know about fiction stories to read a biography, since a biography is really a story of someone's life. They do this by:

- Identifying the setting and deciding how this time and place contribute to the story.
- Identifying the central character, called the subject, of the biography.
- Recognizing the challenges or struggles the subject overcomes to achieve a goal.
- Thinking about the life lesson the subject may have learned from their accomplishment.

Readers develop a theory about the subject of their biography. We can do this by:

- Studying their daily actions, thinking,
  - What does this tell me about him as a person?
- Studying their relationships, thinking,
  - Who is in this person's life?
  - How do other people influence their life?
- Pushing ourselves to continually think, asking,
  - What am I now learning about her as a person?

Readers learn a lot about history from studying the period of time when the subject of their biography lived. We can do this by:

- Paying attention to the setting—the time and place in which the subject lived.
- Paying attention to the subject's daily life and comparing it to our own.
- Looking at people's behavior during that time to understand the rules of society at that time.
- Reading informational texts from the time in which the subject lived.

Readers constantly ask ourselves, 'How does what is happening now connect with what came before?' We do this because we know that an event from earlier in life (cause) may influence (effect) the decisions a character makes later.

Biography readers have book clubs to talk about and share ideas. We can talk about...

- The challenges or obstacles faced by the subject in achieving their goal
- The decisions the subject makes to overcome their challenges
- The character traits revealed by the subject's actions



Biography readers know that the subject of their book did something big enough for the world to notice! We look for evidence in the text by asking,

- What important achievement or qualities made this person’s life important enough to be written about?
- What bold choices did the character make to accomplish this one big thing?

Readers pause and know biography teaches us information about history, science or another subject and that this information connects to the life of the person in the biography

- Ask, “How has what I’ve learned connect to the life of this person?”
- Ask, “What is this part mostly about?”

## **Suggested Teaching Points/Lessons: Learning Through Reading**

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Researchers gather and quickly read resources to get a broad overview of their topic. We do this by:

- Creating a chart of new words.
- Noticing and jotting similar subtopics across all resources.
- Finding and jotting down important information by looking for words, names, or ideas that repeat.
- Using Post-its to mark information that might be important to share.

Researchers share their findings with a partner and help one another clarify their information.

Researchers choose only what seems most important to jot down in their own words and do it quickly, without full sentences.

Researchers break apart a broad topic into smaller subtopics to begin research. We do this by: o Making a list of the big ideas we noticed as we were scanning the resources.

- Asking questions
- What is most important about the topic?
- What about this topic would be most interesting to learn more about?

Researchers search for answers to questions to guide their investigations. They review their notes thinking about the two ways to focus:

- Essential Questions
  - What are some characteristics that make \_\_\_\_\_ unique?
  - What are some similarities and differences between \_\_\_\_\_ and \_\_\_\_\_?
  - What are some ways to describe the elements of \_\_\_\_\_? Compare and contrast with \_\_\_\_\_.
  - What do I already know about this topic?
  - What am I curious to learn more about?
- Who do I find fascinating?
- What do I already know about this person?
- What am I curious to learn more about this person?

Researchers use a variety of Ways to Collect Information:

- Boxes and Bullets

- Jotting notes on Post-its
- Thinking maps and webs
- List
- Timeline
- Diagram
- T-Chart
- Venn Diagram
- Graph

Researchers stop and share what they are learning with their partners. They make connections between their learning and have conversations.

- Some partner conversation prompts
  - That fits with what I'm learning because...
  - That's different from what I read because...
  - What you just said made me realize...
  - Now I'm starting to have a new idea about...
  - This is helping me to understand why...
  - This connects to what we learned about...
  - Now, I'm wondering...

Researchers know a term is important if the author repeats it. They lift terms from their texts to raise their research writing and speaking to new heights, trying to use more of the words the author uses.

- Make glossaries of words you plan to use in your writing
- Teach others about these new vocabulary words

Researchers read with a purpose, collecting information from a variety of sources. We don't have to read a book from cover to cover to find the information we are looking for. We can zoom in on one part to help us research a specific aspect of a topic. We can do this by looking for signal words that indicate important information.

- Signal Words: Cues to Slow Down and Take Note
  - all
  - most
  - few
  - but

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## **Suggested Teaching Points/Lessons: Researching People**

\*For the next portion of the unit students can research a person of their choice.\*

Researchers create a Work Plan for their topic to keep them focused while they read and take notes.

- Work Plan may look something like this:
  - Look over the texts, decide what parts to read to get some basic background

- Read the easier texts first
- Take notes on what seems most important
- Make categories of my notes
- Teach my partner what I'm learning so far
- Start focusing – What is it that I want to learn?
  - What big questions do I want to answer about this person?
  - What big ideas do I want to build and support about this person?
  - What other resources do I need to accomplish my goals?

Researchers thinking about what tools and resources are helpful and decide which ones to work with in their project.

- Make quick lists of information
- Use boxes and bullets to organize big ideas
- Describe an important part o Compare and contrast on a chart or Venn diagram
  - This text says...but this other text says...
  - This text says...and this text adds on...
- Create a t-chart to show cause and effect
  - The text says...and then this happened...
  - It is because of...that...happened
- Ask questions and try to answer them

Researchers can find information about not only their topics but also things they are interested in or worried about in their own lives.

Researchers share what they have learned by presenting information to the class. We can do this by:

- Making notes on index cards of the big ideas we want to share
- Preparing how we will present—gestures, demonstrations, charts
- Practicing speaking out loud with a teaching voice
- Finally, being prepared to speak from our mind and heart—not from our note cards

## **Materials**

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The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group

leveled resources.

## **Instructional Materials**

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Scholastic News

Newslea

Possible Read Alouds:

Ruby Bridges

Rosa Parks by Barbara Lowell

*Who Was* Series

National Geographic Series

*The Story of* Series

Fountas and Pinnell Interactive Read Aloud

Text Set: Biography

*Nobody Owns the Sky* by Reeve Lindbergh

*Odd Boy Out: Young Albert Einstein* by Don Brown

*Magic Trash: A Story Tyree Guyton and His Art* by J. H. Shapiro

*The Tree Lady* by Joseph Hopkins

*Wangari Maathai: The Woman Who Planted Millions of Trees* by Franck Prevot

## **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications and Accommodations**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks

- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.