Unit 5 Reading: Nonfiction Research

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

This unit of study focuses on the teaching of reading through different lenses. Students will learn to evaluate information and gain a deeper understanding of an issue. Students will practice reading with a careful eye as researcher, considering validity and reliability of a source. Students will practice culling information relevant to their topic from multiple sources and perspectives. Students will organize and understand information in order to develop informational articles.

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. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision date: July 2023

Standards

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.

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 method; the difference between facts and opinions, accessing print and digital library resources.

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with race and ethnicity and disabilities.

LA.RI.6	Reading Informational Text
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions

- How can we learn to weigh and evaluate important evidence in research as well as comparing information?
- How can we read in such a way that we develop a sophisticated understanding of an issue?
- How can we read with the careful eye of a researcher?
- How do I increase my metacognitive skills, specifically by understand the high levels of Webb's Depth of Knowledge? (DoK)
- How do I transfer what I have learned and apply it to other learning opportunities?

Students Will Know/Students Will Be Skilled At

- analyzing and synthesizing information from multiple sources.
- and employ note taking strategies- see page 7 unit 4 TC curriculum.
- building on prior learning to tackle new challenges.

- creating and organizing a system to keep track of author's ideas about topics- see page 8 unit 4 TC curriculum.
- determining author's purpose.
- determining the audience intended for texts.
- effects of text structures- breaking large topics into parts.
- how to analyze impact of narrative technique in informational texts.
- how to compare and contrast ideas about a subject.
- how to filter relevant and credible information.
- identify research questions for research topics.
- identifying and understanding an author's nuanced perspective and angle.
- integrating information into writing.
- investigating issues, with an eye toward uncovering and understanding multiple perspectives.
- making connections.
- reading closely.
- supporting ideas with details and examples.

Evidence/Performance Tasks

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 benchmark assessments. Follow up diagnostic assessments may be 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
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows

- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participation

Summative Assessments including Alternative Assessments:

- Reading Notebooks using grade-level text questions
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Teaching Peers through Expert Presentations
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment System, grades 3-8, Levels L-Z, Heinemann
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments aligned with New Jersey Student Learning Standards
- New Jersey Student Learning Assessment (NJSLA)

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and

comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons 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 Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing 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.)

Please refer to the Middle School ELA, Grade 6 Folder for specific lessons and materials for Word Study.

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

This unit of study focuses on the teaching of reading through different lenses. Students will learn to evaluate information and gain a deeper understanding of an issue. Students will practice reading with a careful eye of researcher, considering validity and reliability of a source. Students will practice pulling information relevant to their topic from multiple sources and perspectives. Students will organize their information and make it their own in order to develop their informational article.

For this particular unit, teachers should...

- Prepare materials for discussion, writing, and synthesis
- Prepare instruction on examining sources and their credibility
- Select mentor texts for modeling
- Prepare for conferences with students
- Introduce graphic organizers for note taking
- Create formative and summative assessments

- Mentor/Anchor Texts ideas: • How to Become an Activist- page 15- Appendix • Malala the Powerful- page 22 Appendix • Young Migrant Workers Toil in U.S. Fields- page 21 Appendix
- Academic terms may include the following: analyze, interpret, evaluate, argument, claims, research, synthesize, reflection, motivation, traits, characteristics, metacognitive, inference, visualize, envision, determine, compare/contrast.
- Additional Text and Sub Text Sets: see Appendix TC curriculum Unit 4- pages 15-24 Junior Scholastic, Scholastic Scope, Newsela, Readworks.com, Time for Kids
- During Shared Reading expose students to the following: •Read across the texts to develop and compare ideas and information • Compare and contrast ideas on a subject • Read closely to deepen understanding • Make connections and investigate issues • Synthesize information into big ideas and supporting details • Take notes on the central ideas and support details using boxes and bullets • Organize ideas by what is most important • Use text features to aid in comprehension • Use the details the author gives to infer ideas that are not directly stated • Apply close, critical and interpretive reading to understand how authors craft their arguments
- informational writing checklist
- Literary elements may include the following: character, plot, setting, problem/solution/resolution, secondary characters, protagonist/antagonist, external/internal conflict, point of view (first person, third person), narrator, scene, theme, central idea, genre, drama, narrative, stanza
- model how readers grasp an issue as well as paying attention to how authors introduce subjects • demonstrate how to hold onto important information- see page 7 TC unit 4 • demonstrate how to notice similarities and differences in a text • look for the big ideas • keep track of resources- using MLA style • draw on prior knowledge and compare and contrast how ideas fit together • note taking strategies • mental mapping and charting as well as using graphic organizers to hold onto information • look for vocabulary in texts that illicit emotions- using authors antecdotes to think about the impact of the subject
- on-demand assessment to determine how students summarize non-fiction
- see pages 25-27 TC curriculum unit 4
- short assessments to read across two or more very short nonfiction texts- determining the usefulness of each text on the topic
- similar assessments to measure and check for growth at end of unit
- Text Sets- see all in Appendix pages 15-24 Unit 4 TC curriculum
- Vocabulary strategies such as using context clues; identifying prefixes, roots, suffixes; analyzing syntax including grammatical structures and parts of speech, creating word walls, to name a few.
- Vocabulary Words will be culled from mentor texts and independent reading.

Materials

The materials used in this course integrate a variety of 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.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Please reference the materials in this Middle School ELA, grade 6 folder under "reading."

- Common Lit, Junior Scholastic, Scholastic Scope, Newsela, Readworks.com, Time for Kids
- Comprehension and Collaboration: Inquiry Circles in Action, Stephaine Harvey and Harvey Daniels
- current event news articles
- Energize Research Reading and Writing Grades 4-8, Chris Lehman
- Finding the Heart of Nonfiction, Georgia Heard
- journals
- non-fiction short stories
- post-its
- Tapping the Power of Nonfiction, Katie Clements (Heinemann)
- www.readingandwritingproject.com

Strategies for Accommodation and Modification

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
- Create packet of suggested ways to “Talk and Share About Books” to allow for independence.
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Questioning techniques – QAR (Question-Answer Relationships) Right There, Think and Search, Author and You, On My Own – (50 Instruction Routines to Develop Content Literacy – Pearson Publishing 2011) Inclusion Strategy Book
- 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; elminate unnecessary steps, as needed.
- 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 speciifc strategies to teach students below benchmark levels.
- Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.