

# Unit 6: Nonfiction Chapter Books (Weeks 31-33)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Unit 6: Nonfiction Chapter Books

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### Unit Rationale

Rather than collecting multiple pieces, students will begin this unit by choosing one informational topic to research. Mentor texts are used to model how authors include multiple chapters to separate information within a book. Students will learn how to research and record notes on a topic using books or a computer. Also, writers learn to include adjectives to appeal to a reader's 5 senses. Students will use a table of contents and headings to organize their research into specific sections. Writers will use an informational rubric to self-assess and score their nonfiction chapter books before presenting their pieces aloud.

### Modifications and/or Accommodations

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#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy

to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Instructional Plan**

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<https://docs.google.com/document/d/1YQrIO7CmdxZsPSsZo9DxlehdYBj8J9wNwRglvbuySgM/edit>

## **Skill Set #1: Writers Choose a Topic to Write About**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

## [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

### **Skill Set #2: Writers Include a Table of Contents**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

## [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

### **Skill Set #3: Writers Develop 3-5 Chapter Topics**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

## [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

### **Skill Set #4: Writers Use Mentor Texts to Engage the Reader**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

## [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Pre-Assessments**

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Writing (in process and as a completed work)

Student/Teacher conference

Writing Notebook/Folder entries

Teacher Observation

## **Essential Questions**

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How do writers choose one main topic to write about and stay focused throughout?

How do writers research and present information to a reader?

Why do writers include text features in their nonfiction book?

## **21st Century Life and Career**

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CRP.K-12.CRP2

Apply appropriate academic and technical skills.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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See CrossWalk

## **New Jersey Student Learning Standards: Content Area**

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ELA.W.IW.1.2

With prompts and support, write informative/explanatory texts to examine a topic and

	convey ideas and information.
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

## **Integration of Career Readiness. Life Literacies and Key Skills**

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

## **Integration of Computer Science and Design Thinking**

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CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
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## **SEL Competencies**

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SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

