

Unit 3: Reading Nonfiction (Weeks 13-19)

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

Unit 3: Reading Nonfiction

Unit Rationale

This unit of study teaches readers the skills and strategies necessary for reading grade-level nonfiction texts. Readers will learn to grow knowledge as they pay attention to details, put parts of text together, and question texts. They will also continue to practice tackling tricky word work and vocabulary development necessary for navigating nonfiction reading. Lastly, readers will learn to grow knowledge across texts, comparing, contrasting, and connecting information across texts and text sets and doing the vocabulary work that accompanies nonfiction reading.

21st Century Life and Career

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Essential Questions

1. How can readers use strategies to uncover domain-specific vocabulary or "lingo"?
2. How can asking and answering questions about nonfiction topics help readers grow knowledge?
3. How does using text features support readers in locating information?
4. How does using text evidence when writing about nonfiction topics help readers to support their thinking?

Pre-Assessments

Teacher Observation

Independent Reading

Turn & Talk

Sticky Notes/Reading Notebook

Grand Conversations

Partner Work

Collaborative Group Work

Conferring Observations

Small Group Observations (Guided Reading and Strategy Groups)

Instructional Plan

[Unit 3: Reading Nonfiction](#)

Please see the attached document for suggested Minilessons, Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, Reflections and Suggested Modifications.

Modifications and/or Accommodations

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.

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

See Crosswalk

New Jersey Student Learning Standards: Content Area

ELA.RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
ELA.RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
ELA.RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELA.RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
ELA.RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
ELA.W.IW.2.2.A	Introduce a topic clearly.
ELA.W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
ELA.W.IW.2.2.C	Provide a conclusion.
ELA.W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

ELA.W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Integration of Career Readiness, Life Literacies and Key Skills

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).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Integration of Computer Science and Design Thinking

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
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Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP7.1

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SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
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	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate 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	Responsible Decision-Making
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	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
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