Dec.: Storyworks Non-Fict. Dolphins - optional

Content Area: **English**
Course(s):
Time Period: **December**
Length: **1-2 Weeks**
Status: **Published**

Unit Overview

This unit is a nonfiction unit that is broken down into two parts

Objectives : Use nonfiction to:

- Develop vocabulary skills
- Determine main ideas with close reading
- Learn to use textual evidence
- Develop inference skills

Enduring Understandings

Reading non-fiction requires different strategies than reading fiction.

Close reading techniques help us unravel non-fictional text.

Essential Questions

How do good readers use close reading techniques to get the information available in non-fiction?

How is reading non-fiction different than fiction?

Why is it important to become a good reader of non-fiction?

Instructional Strategies & Learning Activities

Day 1

Activities:Read and discuss article in Storyworks

Assessment: Evaluate Vocabulary sheet

Day 2

Activities: Review vocabulary. Close reading of article. Answer close reading questions.

Assessment: Evaluate Close reading and critical thinking question.

Day 3

Activities: Review close reading questions. Show video on dolphins. Summarize with graphic organizer.

Assessment: Evaluate the students' summaries

Day 4

Activities: Review summaries. Problems and solutions in groups, Writing "Write to Win".

Assessment: Evaluate handout on inferences and handout on problems and solutions

Day 5

Activities:

- Students take quiz and vocab quiz
- Do pre-reading for "Malala the Powerful"

Assessment: Grade quizzes

"**Malala the Powerful" requires the students to compare two different texts – an informational article with a poem. There are important social studies and current events connections.**

Objectives:

- Make connections between an informational text and a poem.
- Develop vocabulary skills
- Analyze writing structure to include supporting details
- Develop inference skills
- Reinforce figurative language

Materials: Storyworks booklet, handouts

Day 6

Activities: Continue Malala activities, read and discuss. .

Assessment: Evaluate close reading questions

Day 7

Activities: Close read, and discuss "In Darkest Hours"

Assessment: Evaluate handout of close reading questions for "In Darkest Night"

Day 8

Activities:

- Students work in pairs to compare two texts by filling out the analyzing text handout

Assessment: Evaluate analyzing text handout

Day 9

Activities:

- Students take vocab quiz and reading comprehension quiz
- To prepare for persuasive writing, the students will analyze an argument

Assessment: Grade quizzes

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards through analyzing various texts, citing evidence, and then putting all of these ideas together to communicate with a peer.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
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.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
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).

Technology and Design Integration

Students view videos in relation to the stories to then gain understanding into the behind the scenes of writing and researching.

	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connections

Students use their social studies skills to add insight into their writing.

6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Lower level version of the article, two levels for graphic organizer for summarizing and making inferences,

two levels for the comprehension quiz

Advanced students – research “swim with dolphin programs”

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP accommodations

offer graphic organizers

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

AimsWeb testing and writing samples

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation and conferencing

discussion

worksheets

teacher observation

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final test

Instructional Materials

Storyworks materials

see lesson plans above

Standards

CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.L.4	Language
LA.4.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.4.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.4.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.4.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.4.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.4.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.