May SW: READING: Nonfiction

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like "experts" on the topics or subjects they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Enduring Understandings

Students will: n Read a variety of types of nonfiction, including reference, literary nonfiction, and biography; n Use knowledge of genre, text structure, and text features to support understanding; n Use comprehension strategies before, during, and after reading to monitor and deepen comprehension; n Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading; n Use textual evidence to support thinking about nonfiction reading in both conversation and writing; n Infer an author’s purpose or viewpoint; n Summarize and synthesize information to determine important ideas; n Analyze the impact of the author’s language choices on the meaning and tone of the text; n Analyze and evaluate arguments presented in nonfiction texts; n Synthesize and compare information across texts and in various formats (e.g., print, visual); and n Determine and pursue meaningful goals for enhancing the reading of nonfiction. The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How is reading non-fiction different than fiction?

How do good readers read and interpret non-fiction?

Instructional Strategies & Learning Activities

Lesson 1: Introduction to Nonfiction
uses all of the mentor texts from the unit, particularly Lizards by Sneed B. Collard III, Arrowhawk by Lola M. Schaefer, and Women Explorers by Julie Cummins.

Rationale: Readers need to understand the significance of nonfiction and how the genre is different from fiction. Students will learn about the different types of nonfiction and the unique elements within various texts.
Common Core State Standards: RI.5.5, SL.5.1, L.5.6, RI.5.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: The Look of Reference Nonfiction
uses A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife by Caroline Arnold.
Rationale: Readers of reference nonfiction identify textual features and use them to locate and sort information. Students will pay attention to common features to help them navigate and make meaning of texts.
Common Core State Standards: RI.5.5, RI.5.7, SL.5.1, L.5.6, RI.5.10
Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Structures of Nonfiction
uses Lizards by Sneed B. Collard III.
Rationale: Readers of nonfiction read with an awareness of text structures that assist them in deepening their understanding. Students will identify and understand different text structures to comprehend nonfiction texts.
Common Core State Standards: RI.5.5, SL.5.1, L.5.6, RI.5.10
Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: How Do We Read Nonfiction?
uses Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine.
Rationale: Readers of nonfiction ask themselves questions before, during, and after reading. Students will ask questions to activate prior knowledge, build understanding, and monitor comprehension.
Common Core State Standards: RI.5.3, SL.5.1, RI.5.1, RI.5.10, W.5.10
Skills and Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and
Responding, Engaging in Discussion/Collaborating

Lesson 5: Unlocking Unfamiliar Vocabulary
uses Women Explorers by Julie Cummins.
Rationale: Readers of nonfiction regularly come across unfamiliar words and phrases. Students will use context
clues and background information to determine the meaning of unfamiliar words.
Common Core State Standards: RI.5.4, SL.5.1, L.5.4, RI.5.1, RI.5.10
Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word
Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Determining Author's Purpose
uses Arrowhawk by Lola M. Schaefer.
Rationale: Readers of nonfiction determine the writer's purpose for writing a text. Students will consider how identifying an author's purpose helps them learn about a topic.
Common Core State Standards: RI.5.2, SL.5.1, RI.5.1, RI.5.10, W.5.10
Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Identifying the Main Idea
uses I is for Idea: An Inventions Alphabet by Marcia Schonberg.
Rationale: Readers of nonfiction determine the main idea of a text and explain how it is supported by key details.
Students will identify the main idea and supporting details in a nonfiction text.
Common Core State Standards: RI.5.2, RI.5.8, SL.5.1, RI.5.10
Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 8: How We Check for Understanding
uses A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife by Caroline Arnold.
Rationale: Readers of nonfiction know how to monitor their understanding of a text. Students will demonstrate their
understanding of a text by summarizing key ideas.
Common Core State Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.8, SL.5.1, RI.5.10, W.5.10
Skills and Strategies: Visualizing, Determining Importance, Monitoring and Repairing Comprehension, Finding
Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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Mini-Lessons
Lesson 1: The Process of Reading Nonfiction
uses “Penguins on Parade” by Tamar L. from the Nonfiction Shared Texts.
Rationale: Readers approach nonfiction texts with a consistent process to build understanding. Students will use questioning to activate background knowledge and build understanding during and after the read.
Common Core State Standards: RI.5.1, RI.5.10, SL.5.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance
Lesson 2: Navigating Nonfiction
uses an excerpt from Zoobooks: Penguins (pp. 6 and 7) from the Nonfiction Shared Texts.
Rationale: Readers of nonfiction use the features on the page to familiarize themselves with a topic and build schema prior to reading a text. Students will use text features to build their understanding and deepen their comprehension.
Common Core State Standards: RI.5.1, RI.5.7, RI.5.10, SL.5.1
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance
Lesson 3: Determining the Main Idea
uses “Brace Yourself” by Edward C. from the Nonfiction Shared Texts.
Rationale: Readers of nonfiction must be able to distinguish between ordinate and subordinate information. Students will identify the main idea and supporting details in a selected text.
Common Core State Standards: RI.5.1, RI.5.2, RI.5.10, SL.5.1
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing
Lesson 4: Problem and Solution Text Structure
uses Lizards by Sneed B. Collard III.
Rationale: Readers of nonfiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the problem and solution structure and support comprehension.
Common Core State Standards: RI.5.2, RI.5.5, L.5.6, RI.5.10, SL.5.1

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance
Lesson 5: Cause and Effect Text Structure
uses A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife by Caroline Arnold.
Rationale: Readers of nonfiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the cause and effect structure and support comprehension.
Common Core State Standards: RI.5.2, RI.5.5, L.5.6, RI.5.10, SL.5.1
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance Nonfiction

Lesson 6: Chronological Structure
uses Women Explorers by Julie Cummins.
Rationale: Readers of nonfiction read biographies with the understanding that they are usually organized chronologically. Students will identify key events that illustrate the significance of a featured person's life.
Common Core State Standards: RI.5.5, RI.5.1, RI.5.10, SL.5.1, L.5.6
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance
Lesson 7: Sifting Through Literary Nonfiction
uses Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine.
Rationale: Literary nonfiction entertains and teaches readers. When reading literary nonfiction, readers enjoy a well-crafted story and learn about the topic or subject. Students will extract factual information from a story.
Common Core State Standards: RI.5.1, RI.5.10, SL.5.1
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance
Lesson 8: Building Vocabulary
uses Lizards by Sneed B. Collard III.
Rationale: Readers of nonfiction need to build their academic and content-specific vocabulary. Students will use
strategies to figure out unknown words.
Common Core State Standards: RI.5.4, L.5.4, L.5.6, RI.5.10, SL.5.1
Skills and Strategies: Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)
Lesson 9: Dealing With Difficulty
uses Women Explorers by Julie Cummins.
Rationale: Readers of nonfiction monitor for understanding and use fix-up strategies to clear up confusion. Students will focus on identifying confusion and using fix-up strategies in order to repair comprehension.
Common Core State Standards: RI.5.2, L.5.4, RI.5.10, SL.5.1
Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension
Lesson 10: Growing Our Thinking
uses Arrowhawk by Lola M. Schaefer and an excerpt from Zoobooks: Birds of Prey (p. 16) from the Nonfiction
Shared Texts.
Rationale: Readers of nonfiction expand their knowledge of a topic by reading a variety of texts about the same
topic and integrating key information from those texts. Students will visit two texts about a shared topic and sort
through similarities and differences to develop big ideas about the topic.
Common Core State Standards: RI.5.6, RI.5.8, RI.5.9, SL.5.1, RI.5.10, W.5.10
Skills and Strategies: Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Summative Assessment
Students will read two excerpts from Zoobooks: Dolphins in order to answer selected and constructed response

questions.

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Integration of Career Readiness, Life Literacies and Key Skills

Students will read about and discuss ecologoical concerns and possible solutions when having class conversations using mentor texts.

Careers in ecological conservation will be explored in the mentor texts.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Digital identities must be managed in order to create a positive digital footprint.

Technology and Design Integration

Students will interact with the lesson using the Smartboard.

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a

product and a system.

Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.

Interdisciplinary Connections

Language Arts connects with all disciplines through reading and writing.

Mentor texts discuss topics dealing with ecology and being an animal advocate.

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:

Students will be offered additional challenges when needing enrichment. Struggling students will be monitored and offered additional modifications to ensure success.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 plans will be utilized.

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:

DRA

Aimsweb

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:

Homework

Discussions

worksheets

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 assessments

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Arrowhawk by Lola M. Schaefer

Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine

I is for Idea: An Inventions Alphabet by Marcia Schonberg

Lizards by Sheed B. Collard III

A Warmer World: From Polar Bears and Burtterflies, How Climate Change Affects Wildlife by Caroline Arnold

Women Explorers by Julie Cummins

Nonfiction Shared Texts

Brace Yourself by Edward C. (Lexile Level 900L)

Excerpt from Zoobooks: Birds of Prey p. 16 (Lexile Level: 890L)

Experpt from Zoobooks: Penguins pp. 6 and 7 (Lexile Level: 890L)

Penguins on Parade by Tamar L. (Lexile Level: 1010L)

Standards

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.