

04 Reading History

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **26 days**
Status: **Published**

Essential Questions

1. What is the difference between expository and narrative nonfiction text?
2. How do readers navigate narrative and hybrid nonfiction texts?
3. What strategies do readers use to understand nonfiction text?
4. Can a reader always determine the importance in expository texts?
5. How do readers synthesize expository non-fiction text?

Enduring Objectives

- Readers read narrative nonfiction for information and ideas, but also with attentiveness to structure, as it focuses on the goals and struggles of a central character and culminates in an achievement or disaster.
- Readers determine the importance of expository nonfiction by paying attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions.
- Readers synthesize expository non-fiction by begin alert to the visual features of expository texts and anticipating particular content.

CONTENT AREA STANDARDS

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards are Required)

| | |
|------------------|--|
| 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. |
| SOC.K-4.1.1.1 | Place key historical events and people in historical eras using timelines. |
| SOC.K-4.1.1.2 | Explain how the present is connected to the past. |
| SOC.K-4.1.3.1 | Distinguish fact from fiction. |
| SOC.K-4.1.3.2 | Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). |
| SOC.K-4.1.4.1 | Use evidence to support an idea in a digital, oral and/ written format. |
| SOC.K-4.1.4.2 | Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |

EVIDENCE OF LEARNING

Alternate Assessment

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

End of Unit Tests

Running Records

NJSLA

Open Ended Responses

Written responses

Formative Assessments

- Checklists
- Conferences
- Class Discussions
- Exit Slips
- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework
- Running Records
- Student Participation
- Teacher Observations
- Text Dependent Questions

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teachers College Units of Study

Leveled books including texts of diverse subjects

Interactive notebooks

Mentor texts

Readers notebooks

Chromebooks

IXL

Readworks

EPIC

Mentor text titles include but not limited to:

- Abby Takes A Stand
- Ann Fights for Freedom: An Underground Railroad Survival Story
- Bud, Not Buddy
- I Survived the Bombing of Pearl Harbor 1941
- Jackie and Me
- Justin And The Best Biscuits In The World
- Little House On The Prairie
- Mayflower Girl
- Pirate Diary: The Journal of Jake Carpenter
- Riding Freedom

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

INTERDISCIPLINARY CONNECTIONS

Social Studies: Historical Research - small groups collaborate in researching The American Revolution - Bringing History to Life

Visual Performing Arts: Dramatize historic events