Title: Nonfiction Matters   **Subject/Course**:   Reading   **Length:** 5-6 weeks **Topic:** Determining Importance in Nonfiction   **Grade:** 5   **Designer:** Finch/Johnston
UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS:	ESSENTIAL QUESTIONS:
Text features help distinguish between important and unimportant information and identify key ideas. Reading nonfiction is important to acquire information, to satisfy curiosity, to understand our world more fully, to understand new concepts, to expand vocabulary, and to make connections to our lives and learning. Knowledge of narrative and expository text features help to make predictions about text organization and content. Text features help distinguish between important and unimportant information.	What reading strategies do good readers use to understand nonfiction texts? What can we do to better understand textbooks and other nonfiction material? Can text features help students make predictions about nonfiction texts? What are text features?

STUDENT LEARNING EXPECTATIONS: AR SLEs	
ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R 9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R 9.5.5 Monitor comprehension in relation to questions generated. R 9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R 9.5.12 Identify main ideas and supporting evidence in short reading passages. R .9.5.16 Skim materials to locate specific information. R .9.5.17 Scan materials to develop a general overview. R 9.5.18 Retell stories with detail. R 10.5.1. Read daily R 10.5.2 Read texts that reflect contributions of different cultural groups. R 10.5.3 Vary reading strategies according to text and purpose. R 10.5.6 Skim materials to locate specific information. R 10.5.7 Scan materials to develop a general overview. R 11.5.1 Automatically decode words to ensure focus on comprehension R 11.5.2 Continue to develop and maintain an adequate body of sight words. R 11.5.3 Add content words to sight vocabulary. R 11.5.13 Read grade level text orally with accuracy and expression. ORAL/VISUAL COMMUNICATION (ALL YEAR) OV 1.5.1 Develop vocabulary from content area texts OV 1.5.2 Use standard English in classroom discussion OV 15.3 Use appropriate oral communication for various purposes and audiences OV 1.5.4 Demonstrate appropriate eye contact OV 1.5.5 Use correct pronunciation to communicate ideas and information OV 1.5.6 Contribute appropriately to class discussion OV 1.5.7 Deliver oral presentations using standard English and appropriate vocabularu	. R.9.5.2 Describe the interrelationships between text and other content areas. R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text. R.9.5.13 Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs. R.9.5.14 Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description. R.9.5.15 Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas. R.9.5.19 Summarize information including main idea and significant supporting details. R.10.5.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials. R.10.5.14 Use graphic organizers to analyze information. R 11.5.6 Use resources to determine meaning of technical and specialized vocabulary. IR.12.5.1 Generate questions to select a specific topic for research IR 12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and text features (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information IR 12.5.3 Use print and electronic sources, including the card catalog, to locate information IR 12.5.4 Gather information from a source appropriate to purpose and topic IR 12.5.5 Explain information presented in graphic sources IR 12.5.6 Develop notes to identify support, and paraphrase main ideas from text IR 12.5.7 Create a formal topic outline of main topics IR 12.5.8 Use research to create an oral, written, or visual presentation/product. OV 2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV 2.5.2 Establish purpose for listening OV 2.5.3 Listen attentively for main ideas OV 2.5.4 Demonstrate attentive listening skills to respond to speaker's message

OV 1.5.8 Use illustrations, pictures, and /or charts in oral presentations across the curriculum OV 1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV 1.5.10 Evaluate self and peers' speaking performance based on preset criteria	OV 2.5.5 Evaluate presentations using established criteria/rubrics OV 3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV 3.5.2 Differentiate between fact and opinion in media OV 3.5.3 Use visual aids to convey information
SPECIFIC DECLARATIVE KNOWLEDGE Know that text features include fonts, special effects, textual cues, illustrations, photographs, graphics, and text organizers. Recognize expository text by structures including cause and effect, problem and solution, question and answer, comparison and contrast, description, and sequence. Identify the 5 W's (who, what, when, where, why) and H (How) as ways to determine what a text is about.	**SPECIFIC PROCEDURAL KNOWLEDGE** Use reading out loud, rereading important parts, and retelling as ways to help one remember unfamiliar information. Use transition words to help place events or actions in the correct sequence.

UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

1. Distinguish between what's interesting and what's important in an article.

2. Student led book talks on nonfiction books using a story string listing the "main idea" of the story and include "supporting details." Scored using a rubric

Title and Author

Picture

Main Idea

Supporting Details

3. Research and determine importance of a specific topic.

Traditional Assessments:	Other Evidence of Learning:
Read content passages and answer comprehension questions Complete a variety of graphic organizers Matching/Multiple Choice Test-"Elements of Textbooks"	Complete wall chart headed......."When I read Non-Fiction......."to check if readers have grasped why we read non-fiction.

ACTIVITIES AND LEARNING EXPERIENCES	Resources

1. Use different pieces of nonfiction to once again model the strategies of making connections, visualizing, questioning, and inferring.   Add the strategy of determining importance to this list.
 	
2. Use text books to point out the different text features.
 	
3. Examine the parts of a text and learn what use each part has.
    Elements of Textbooks
    ➢ Glossary
    ➢ Headings and Titles
    ➢ Illustrations and Photos
    ➢ Index
    ➢ Maps
    ➢ Previews
    ➢ Study Questions
    ➢ Table of Contents
    ➢ Text (Plain, **Boldface**, *Italics)*
 	
4. <u>Reader's Handbook-</u> "Reading Non-Fiction" pgs. 127-157 and 175-194 Practice using the graphic organizers shown in these pages.
 	
5.Study a non-fiction topic of common interest using a variety of resources and texts to build community, broaden insight, and energize inquiry.
    ➢ Introduce with newspaper articles
    ➢ Allow research time
    ➢ Invite Community Speakers
 	
6. Use <u>Focus on. . .</u>booklets to learn about the skills being targeted using content passages. The targeted skills will include:
--comparing and contrasting, pages 2-5
        Practice--"The World's Longest Rivers" pages 10-11
                "Text Message Instructions" pages14-15
        Test--"Winter Coat Sale" pages 18-19
                "First-Aid Handbook″ pages 32-33
--understanding main idea and detail page 2-5
        Practice--"Yellowstone Nation Park" pages 14-15
        Test--"We Need to Recycle" pages 44-45
--understanding sequence pages 2-5
        Practice--"Leopards and Tiger" pages 38-39
        Test--"Growing a Plant without a Seed" pages 26-27
--making predictions pages 2-5
        Practice--"Tadpole to Frog" pages 8-9
        Test--"Three Rules for Safety" pages 38-39
--recognizing cause and effect pages 2-5
        Practice--"10 Tips for Speaking" pages30-31
        Test--"Row, row, Row Your Boat" pages 38-39
--drawing conclusions and making inferences pages 2-5
        Practice--"Recipe for Vegetable Soup" pages 22-23
        Test--"Travel Manners" pages 12-13
	<u>Nonfiction Matters</u>, S. Harvey
	
	<u>Teaching Students to Read Nonfiction</u> (Scholastic Professional Books 2002)
	
	Newspapers
	
	Magazines
	
	<u>Reader's Handbook-</u> "Elements of Textbooks" pg 115-125, and "Reading Non-Fiction" pg. 175-194
	
	Online inquiry of "topic" to complete research
	
	Book Talk Rubric
	
	Inference chart
	
	Double-entry journal(quotes from story, and students thoughts on the quote)
	
	Thinking tree graphic organizer
	
	5W's and H organizer (who, what, when, where, why, and how)
	
	Main Idea Organizer
	
	<u>Focus on . . . (6 different topics)</u>, Curriculum Associates, Inc.

Career Connections
1. Newspaper Reporter
2. Magazine Article Writer
3. Invite Community Leaders (Attorneys, Sheriffs Deputies, etc...) to discuss the positive aspects of good decision making and determining the importance of making good choices. Whether it is to not use drugs, smoke, drink alcoholic beverages, complete any illegal act, etc... (This speaker will go along with the assignment we have chosen for the students to complete online research based on a specific topic they were given in class).