



BOE Approved 5/17

Cliffside Park Public Schools

Literacy: Grade 4

<p>Unit Name: Nonfiction Reader's Workshop</p> <p>Resource: Reader's Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Readers get to know that nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students eyes to new worlds and different points of view. 			
<p>Essential Question</p> <ul style="list-style-type: none"> What do readers use in order to recognize different types and structures of nonfiction? 			
<p>Focus of Standards</p>			
<p>Student Outcomes</p> <p>IRA 1 I can recognize the three different types of nonfiction.</p> <p>IRA 2 I can identify and use text features to sort and understand key information in a text.</p> <p>IRA 3 I can approach nonfiction texts in a slow and deliberate way to better understand what I read.</p>	<p>Skills</p> <ul style="list-style-type: none"> Making Connections/Schema, Text and Genre Features/Structure Determining Importance 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies My Reading Log and Reflection 3-5 Running Record 	<p>Resources</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <i>Can You Fly High, Wright Brothers?</i> <i>A Drop Around the World</i> <i>Just A Second</i> <i>Oceanography: The</i>

problem/solution, description) to sort and chunk information.

ML 5

I can identify and use the chronological text structure to support comprehension.

ML 6

I can identify and use the compare and contrast text structure to support comprehension.

ML 7

I can identify when my comprehension breaks down and use fix-up strategies to clarify confusion

ML 8

I can identify text evidence that supports the author's purpose.

ML 9

I can use text features and paragraph information to sort and summarize key details.

ML 10

I can combine information from multiple texts on the same topic in order to write or speak about the subject.

- DRA (Spring)

Benchmarks

- DRA (Fall, Winter, Spring)
- Common Assessments

Alternative

- Reader (teacher/student)
- may relay information to student.
- Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 4 Nonfiction Unit
- Anecdotal notes

- *Problem/Solution Text Structure*
- *Word Detective Strategies*
- *Solving the Mystery Using Word Parts*
- *A Reporter's Formula*
- *A Text's Map*

Digital Texts

- *RAZ Kids*
- *Readworks*
- *Storyworks*

Classroom Library Materials

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- Chromebooks

Additional Materials

- "The Science of Oceanography" (p. 7) from *Oceanography*
- *Create a chart titled "John F. Kennedy Timeline."*

Word Study/Spelling

- Flocabulary

NJ Student Learning Standards (2016)

Reading Standards for Informational Text

Key Ideas and Details

RI.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text

Integration of Knowledge and Ideas

RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RI.4.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Speaking and Listening

Comprehension and Collaboration

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language and Standards

Conventions

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Effective Language Use

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal

precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing Standards

Text Types and Purposes

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Research to Build and Present Knowledge

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Technology Standards

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Interdisciplinary Connections and Activities

- Ask students to draw a map or write directions for a "new reader" of *Can You Fly High, Wright Brothers?*, detailing how to navigate pp. 22 and 23. Students should detail each text feature, how to locate the feature, and how the features will assist the new reader in interpreting the information on the pages. 4.MD.3, W.4.9, CRP6
- Ask students to select one of the main ideas in the "Jamestown" article and create a comic strip representing the main idea and supporting details. Suggest that students create a four-frame comic strip. The first tile can be the title page (main idea), and the subsequent three tiles can each represent one of the supporting details. CRP6, 8.1.5.A.2, 1.3.P.D.4
- Select a topic with which all students are familiar or know something about (e.g., Halloween, the environment, the city in which they live, etc.). Have students work in partnerships to write a brief summary of what they know about the topic. Then have the partnerships share their summaries with the class. 8.1.5.E.1, CRP2, W.4.9

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason

- **CRP6.** Demonstrate creativity and innovation.
- **CRP12.** Work productively in teams while using cultural global competence.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts that address the same enduring understanding Non-Fiction Reading Unit of Study, Level T and above.</p> <p>Have students create a "Word Work" section in their Reader's Notebooks in which they list common word parts and their meanings for use in helping them determine the meaning of new words as they continue to read and explore various nonfiction texts.</p> <p>Ask students to use the Internet or their public library to search for a news article about Pelé. Have them combine the information they found with the information from the mentor text to write a short biographical account about Pelé.</p> <p>Students select and read nonfiction texts from your classroom library independently. Ask them to write the title(s) of the texts in their Reader's Notebooks and, as they read, make a list of wonderings or questions they have about the topic(s).</p> <p>Students complete KWL Chart (graphic organizer) using a text Level T and above).</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Assist students in creating a "Word Work" section in their Reader's Notebooks in which they list common word parts, meanings, illustrations or translations for use in helping them determine the meaning of new words as they continue to read and explore various nonfiction texts.</p> <p>Ask students to use the Internet or their public library to search for a news article about someone famous from their country of origin. Have them use information they found modeling the information from the mentor text to write and illustrate a short biographical account.</p> <p>Have students draw a map of their classroom and include text features that they have learned about.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 4 Nonfiction Reading Unit of Study.</p> <p>Give students a choice of short articles or have them look online and print out, asking them to find from 1-5 of the who, what, where, when, why, and how using a template.</p> <p>Nonfiction-specific vocabulary and literary terms should be pre-taught before reading. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Provide Grade 4 students with flexible seating options while reading depending on need or preference.</p> <p>Speech to text or oral response options to be provided for assignments calling for students to produce written responses connected to the Nonfiction Reading Unit.</p>

Students can research the professions related to Grade 4 Nonfiction Unit of Study using digital resources.

Ask students to select a topic that they know a lot about (e.g., taking care of a pet, playing a sport) and to write a short informational article illustrations to share with the class. Remind students to include clarifying text features (e.g., illustrations with captions, timelines, bold print to identify important, content-specific vocabulary).

Give students a chart (or have them copy into their notebooks) a list of prefixes and suffixes to reference and use.

Give students a choice of short articles or have them look online and print out, asking them to find the who, what, where, when, why, and how using a template.

Have students think about two animals, foods, or places that they know well. Examples might include: cats/dogs, city/country, amphibians/reptiles, school/home, or breakfast/dinner. Then partnerships can discuss and complete a copy of the Appendix "Comparison Text Structure (Venn Diagram)", illustrating similarities and differences between the two items.

Use picture walk to activate students' prior knowledge about non-fiction text.

Supply Students with Graphic Organizers:

Use graphic organizers from the Grade 4 Nonfiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. *Identifying Nonfiction Text Features, KWL: Just a Second, KWL, What Do You See? What Do You Think?, Chronological Text Structure, Description Text Structure, Cause and Effect, Compare Contrast Text Structure, I Think It Means..., What's the Purpose, Learning From Nonfiction Text Features, Descriptive Text Structure: Main Idea, Descriptive Text Structure-Topic/Subtopic, Problem and Solution Text Structure, Together They Mean..., Have a Go: It Might Mean..., Summary Graphic Organizer, and Summarizing One Topic From Two Texts*

Note-taking, highlighting, underlining, etc. should be allowed to be written on student copies of the actual Grade 4 Nonfiction texts.

Students can be permitted to demonstrate understanding of the through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require reading in this Grade 4 Nonfiction Reading Unit

Provide wait time to allow students to process orally presented information and questions relating to the Grade 4 Nonfiction Reading Unit of Study.

By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas of the Grade 4 Nonfiction Reading Unit, to provide additional explanations, more examples, and to model procedures in completing tasks.

	<p>Access to word/picture banks to reference in tasks that require reading in the Nonfiction Unit of Study</p> <p>Wait Time Two - extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question during the Non-Fiction Unit of Study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Determine what the student knows before beginning the Non-Fiction Unit of Study</p> <p>Use visuals and illustrations for comprehension of (give example of some) terms.</p> <p>Word/picture bank available for students' reference.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Allow extra time to complete tasks related to the Grade 4 Nonfiction Unit of Study.</p> <p>Supply Students with Anchor Charts: <i>Nonfiction Scavenger Hunt, Activating Our Prior Knowledge, Common Nonfiction Text Structures, Common Nonfiction Text Structures and Key Signal Words/Phrases, New Word Parts: Prefixes and Suffixes,</i></p> <p>The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:
New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>

