



BOE Approved 5/17

Cliffside Park Public Schools

Literacy: Grade 5

Unit Name: Nonfiction Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- 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.

Essential Question

- What do readers use in order to recognize different types and structures of nonfiction?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
IRA 1 <ul style="list-style-type: none">• I can recognize the similarities and differences among genres and sub-genres (fiction, poetry and nonfiction). IRA 2 <ul style="list-style-type: none">• I can identify and use text features to find and	<ul style="list-style-type: none">• Making Connections/Schema• Listening and Responding• Text and Genre Features/Structure	Formative <ul style="list-style-type: none">• Assessment of Key Comprehension Strategies• My Reading Log and Reflection 3-5	Mentor Texts <ul style="list-style-type: none">• <i>Arrowhawk</i>• <i>Henry's Freedom Box: A True Story from the Underground</i>

<p>understand key information in a text.</p> <p>IRA 3</p> <ul style="list-style-type: none"> • I can identify and use text structures to find and understand key information in a text. <p>IRA 4</p> <ul style="list-style-type: none"> • I can ask and answer questions to activate schema, build understanding, and monitor comprehension. <p>IRA 5</p> <ul style="list-style-type: none"> • I can use strategies to figure out unknown words. <p>IRA 6</p> <ul style="list-style-type: none"> • I can determine the author’s purpose and how it helps me learn about the topic. <p>IRA 7</p> <ul style="list-style-type: none"> • I can identify the central/main/big idea and supporting details of a nonfiction text. <p>IRA 8</p> <ul style="list-style-type: none"> • I can monitor monitor my understanding of a text • I can summarize key ideas of a text to demonstrate my understanding <p>ML 1</p> <ul style="list-style-type: none"> • I can ask and answer questions to activate schema, build understanding, and monitor comprehension. <p>ML 2</p> <ul style="list-style-type: none"> • I can identify and use text features to find and understand key information in a text. <p>ML 3</p> <ul style="list-style-type: none"> • I can identify the central/main/big idea and supporting details of a nonfiction text. 	<ul style="list-style-type: none"> • Determining Importance • Making Inferences • Questioning • Listening • Responding • Visualizing 	<ul style="list-style-type: none"> • Running Record • Where Are My Students in the Reading Process? • Conference Notes • Nonfiction Grade 3-5 Student Performance Checklist • Grade 5 Nonfiction Reading Assessment – Alaska: The Transfer of a Great Land • Grade 4 Nonfiction Reading Assessment – Hunting...for Sounds • DRA (Fall) • Bookshopping • Running Records • Observe students’ word solving skills • RF Student Performance Checklist • Conferring • Conference Notes • See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> • Nonfiction Grade 5 Summative 	<p><i>Railroad</i></p> <ul style="list-style-type: none"> • <i>I is for Idea: An Inventor’s Alphabet</i> • <i>Lizards</i> • <i>A Warmer World</i> • <i>Women Explorers</i> <p>Shared Texts</p> <ul style="list-style-type: none"> • <i>Brace Yourself</i> • <i>Excerpt from Zoobooks: Penguins</i> • <i>Penguins on Parade</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> • <i>What We Notice About Nonfiction</i> (Teacher Reference) • <i>Structures of Nonfiction</i> (TR) • <i>Asking Questions While Reading Nonfiction</i> (TR) • <i>Unlocking Meaning</i> (TR) • <i>Touring the Text</i> (TR) • <i>Problem and Solution Text Structure</i> (TR) • <i>Cause and Effect Text Structure</i> (TR) • <i>Chronological Structure</i> (TR)
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<p>ML 4</p> <ul style="list-style-type: none"> • I can identify and use the problem and solution text structure to support comprehension. <p>ML 5</p> <ul style="list-style-type: none"> • I can identify and use the cause and effect text structure to support comprehension. <p>ML 6</p> <ul style="list-style-type: none"> • I can identify and use the chronological text structure to support comprehension. <p>ML 7</p> <ul style="list-style-type: none"> • I can pull out factual information from a story. <p>ML 8</p> <ul style="list-style-type: none"> • I can use strategies to figure out unknown words <p>ML 9</p> <ul style="list-style-type: none"> • I can identify when my comprehension breaks down and use fix-up strategies to clarify confusion <p>ML 10</p> <ul style="list-style-type: none"> • I can sort through and reflect on information from several texts on the same topic in order to write or speak about the subject. 		<p>Assessment</p> <ul style="list-style-type: none"> • DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> • DRA (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> • Reader to relay information to student. • Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 3 Nonfiction Unit • Use of anecdotal and observation notes 	<ul style="list-style-type: none"> • <i>Facts vs Fiction</i> (TR) • <i>Building Vocabulary</i> (TR) • <i>Comparing and Contrasting Nonfiction Texts</i> (TR) <p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled Libraries • Reader's Notebooks • Sticky Notes • Chart Paper • Book Baggies • Graphic Organizers • Highlighters • Clipboards • Chromebooks • iPads <p>Additional Materials</p> <ul style="list-style-type: none"> • Refer to the Appendix "Asking Questions While Reading Nonfiction (Teacher Reference)" and use the sticky notes to mark stopping places in the text.
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NJ Student Learning Standards (2016)

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

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.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

Craft and Structure

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.

RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

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.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

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.

Range of Reading and Level of Text Complexity

RI.5.10: 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.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal

contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

W.5.10: 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

- Students write a response to *Arrowhawk* in their Reading Notebooks. Have them respond to these questions: How did this book make you feel? What are some things that you learned or are left thinking about? W.5.9, CRP4
- Using either *A Warmer World* or another nonfiction text, have pairs of students write and present a newscast acting as investigative reporters, summarizing the "who," "what," "where," "when," "why," and "how" elements of their chosen texts.W.5.1.B, CRP4
- Ask students to create a timeline and write a one-page biography of an important person in their lives. Have them use key signal words and make sure they tell the events in chronological order.W.5.2.A, W.5.9

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.
- **CRP 11.** Use technology to enhance productivity.
- **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 U and above.</p> <p>Have students create a "Word Work" section in their Reading 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>Have students locate the main idea and supporting details in "Penguins on Parade" by Tamar L. They can use an additional copy of the Appendix "Main Idea and Supporting Details" or create a similar version in their Reading Notebooks. To discuss their findings, use the Appendix "Main Idea and Supporting Details – 'Penguins on Parade'" as a reference.</p> <p>Have students create a comic strip detailing the events of Lucy Evelyn Cheesman's biography. Students should use signal words to chronicle significant moments in their comic strips.</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 Reading Notebooks and, as they read, make a list of wonderings or questions they have about the topic(s).</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>Give students or have them copy signal words to keep as reference throughout the Unit.</p> <p>In summarizing an assignment requiring the who, what, when, where, why, how answers, narrow it down to two or three responses.</p> <p>Assist students in creating a "Word Work" section in their Reading 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>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Utilize a variety of grade levels of nonfiction books from Schoolwide Reading to accommodate student needs and comprehension.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 5 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 5 students with flexible seating options while reading depending on need or preference.</p> <p>Text to speech/Oral reading</p> <p>Speech to text or oral response options to be provided for assignments calling for students to</p>

<p>Students complete KWL Chart (graphic organizer) using a text Level U and above).</p> <p>Students can research the professions related to Grade 5 Nonfiction Unit of Study using digital resources.</p>	<p>Have students create a timeline of events on a nonfiction story they have read or something familiar to them such coming to a new country. Adjust the number of events to put on their timelines.</p> <p>Give students a chart (or have them copy into their notebooks) a list of prefixes and suffixes to reference and use.</p> <p>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, adjusting the answers to two to four questions.</p> <p>Use picture walk to activate students' prior knowledge about non-fiction text.</p> <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,</p>	<p>produce written responses connected to the Nonfiction Reading Unit.</p> <p>Supply Students with Graphic Organizers: Use graphic organizers from the Grade 5 Nonfiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Nonfiction Text Features from a Warmer World, Structures of Nonfiction, Unlocking Meaning, Main Idea and Supporting Details, A Reader's Puzzle, Touring the Text, Main Idea and Supporting Details, Main Idea and Supporting Details: Penguins on Parade, Main Idea and Supporting Details: "Brace Yourself", Problem and Solution Text Structure, Cause and Effect Text Structure, Chronological Structure, Facts vs Fiction, Building Vocabulary, and Comparing and Contrasting Nonfiction Texts</i></p> <p>Note-taking, highlighting, underlining, etc. should be allowed to be written on student copies of the actual Grade 5 Nonfiction texts.</p> <p>Students can be permitted to demonstrate understanding of the through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require reading in this Grade 5 Nonfiction Reading Unit</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 5 Nonfiction Reading Unit of Study.</p> <p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas of the Grade 5 Nonfiction Reading Unit, to provide</p>
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	<p>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>additional explanations, more examples, and to model procedures in completing tasks.</p> <p>Allow extra time to complete tasks related to the Grade 5 Nonfiction Unit of Study.</p> <p>Supply Students with Anchor Charts: <i>What We Notice About Nonfiction, Nonfiction Text Features, Structures of Nonfiction: Signal Words and Phrases, Asking Questions While Reading Nonfiction, Questions to Figure Out the Point, What's the Point, A Reporter's Formula, Dealing With Difficulty in Nonfiction Texts</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>