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DEPARTAMENTO DE EDUCACIÓN

**Unit 4.5: Non-Fiction Study: Creating a Non-Fiction Book About Me**

**English as a Second Language**

**5 weeks of instruction**

| STAGE 1 – (Desired Results) |
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| **Unit Summary:** | In this unit, the student completes a genre study on non-fiction. They explore the text features and organization of non-fiction, and create their own non-fiction text about themselves. |
| **Transversal Themes:** | Concepts, Facts, Reflective Thinking, Origin, Type of Family |
| **Integration Ideas:** | History/Social Studies |

| Essential Questions (EQ) and Enduring Understandings (EU) |
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**EQ1.** What makes me, me?
   **EU1.** Each person has unique qualities that make him/her and individual.

**EQ2.** Who would I be without my family?
   **EU2.** My family's history is a part of who I am.

**EQ3.** How do writers choose their words?
   **EU3.** Writers use words wisely to create characters and to guide readers through transitions.

**EQ4.** What do I do with an unknown word?
   **EU4.** Good readers use strategies to figure out words they don't know.

**EQ5.** What makes a story "true"?
   **EU5.** Non-fiction texts must include real facts and information related to a certain topic.

| Transfer (T) and Acquisition (A) Goals |
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**T1.** The student will leave the class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.

**T2.** The student will leave the class able to apply his/her knowledge to identify and articulate features of a non-fiction text, particularly facts and opinions presented by the author.

**T3.** The student will leave the class able to apply his/her knowledge of reading skills to appropriately construct sequence within a text.

**T4.** The student will leave the class able to apply his/her knowledge to employ strategies for determining unknown words using a variety of methods.

**T5.** The student will leave the class able to apply his/her knowledge of reading skills to succinctly convey (through speaking and writing) the main idea and details of any informational text.

*The student acquires skills to...*

**A1.** Follow the writing process for non-fiction (brainstorming, free-writing/drafting, revising, editing and publishing).

**A2.** Distinguish between fact and opinion while listening to non-fiction texts read aloud.

**A3.** Use story organization of beginning, middle, and end to identify sequence within informational texts (including the use of transition words to explain sequence, such as: first, second, then, next,

afterwards, finally, etc.).

**A4.** Use context clues, other strategies and resources to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and transfer meaning in a variety of non-fiction texts.

**A5.** Identify, state, and paraphrase the main idea or topic and important details from learned concepts or read-alouds of a variety of simple informational texts.

| Puerto Rico Core Standards (PRCS) | |
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| **Listening** | |
| **4.L.1** | Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions. |
| **4.L.1b** | Interact in a socially appropriate manner through verbal and nonverbal communication. |
| **4.L.1e** | React or answer the 5W questions in formal and informal discussions using a physical or verbal response. |
| **Speaking** | |
| **4.S.2a** | Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly. |
| **4.S.2c** | Expand sentences to provide details in shared language activities. |
| **4.S.5** | Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.) |
| **4.S.6** | Plan and deliver oral presentations on a variety of topics and content areas. |
| **4.S.6b** | Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience. |
| **Reading** | |
| **4.R.2I** | Determine the main idea of an informational text; recount the key details and explain how they support the main idea. |
| **4.R.3I** | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. |
| **4.R.4I** | Determine the meaning of general academic and content-specific words and phrases in an informational text. |
| **4.R.5I** | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently in informational texts. |
| **4.R.6I** | Distinguish their own point of view from that of the author of an informational text. |
| **4.R.7I** | Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| **4.R.9I** | Compare and contrast the most important points and key details presented in two informational texts on the same topic. |
| **Writing** | |
| **4.W.1** | Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about |

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| | the subject matter. |
| **4.W.3** | Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing. |
| **4.W.4** | Focus on a topic and strengthen writing as needed by revising and editing. |
| **4.W.5** | Use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **4.W.6** | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| **Language** | |
| **4.LA.1** | Demonstrate command of English grammar and usage when writing or speaking. |
| **4.LA.1a** | Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). |
| **4.LA.1b** | Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. |
| **4.LA.1j** | Use abstract nouns to convey an idea, emotion or feeling (e.g., *freedom, happiness*). |
| **4.LA.1k** | Form and use comparative adjectives and verbs (*fast, faster, fastest*). |
| **4.LA.2** | Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. |
| **4.LA.2a** | Use correct capitalization. |
| **4.LA.2c** | Spell grade-appropriate words correctly, consulting references as needed. |
| **4.LA.2d** | Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary. |
| **4.LA.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **4.LA.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc. |
| **4.LA.4b** | Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). |
| **4.LA.4d** | Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| **4.LA.5b** | Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). |

# Unit 4.5: Non-Fiction Study: Creating a Non-Fiction Book About Me
## English as a Second Language
## 5 weeks of instruction

| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
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| Alignment to Learning Objectives | Content Focus *(The student understands…)* | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| **PRCS:** 4.L.1 4.L.1b 4.LA.1 4.LA.1k 4.R.2I 4.R.3I 4.R.5I 4.R.6I 4.R.7I 4.R.9I 4.S.2c 4.S.6 4.W.5 4.W.6 <br><br>**EQ/EU:** EQ3/EU3 EQ5/EU5 <br><br>**T/A:** T2/A2 T3/A3 T5/A5 | • Text features that enhance comprehension of informational texts (i.e. labels, photographs, index, glossary, table of contents, diagram, table, map, types of print). <br>• Differences between fiction and nonfiction (fiction is a narrative and main character, problem, and solution is created by the author, non-fiction is based on facts, can have expository (news paper articles, encyclopedias) and narrative structure (like biographies). | • Chronological <br>• Compare and contrast <br>• Diagram <br>• Fiction <br>• Glossary <br>• Index <br>• Main idea and details <br>• Non-fiction <br>• Procedure; procedural <br>• Sequence; sequential <br>• Sequential transition words, such as: First, Second, Third, Next, Then, Last, Finally <br>• Structure <br>• Table <br>• Table of contents <br>• Types of print | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* <br><br>*Integrated Assessment 4.3* <br><br>• Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 4.3"). <br><br>*Non-Fiction Presentation* <br><br>• The student works with a partner to create a presentation (using a digital medium of some sort, i.e., PowerPoint presentation, brochure using Microsoft Word, Prezi, etc.) that compares four types of non-fiction organization (description or list, sequence, compare and contrast, cause and effect) and presents his/her findings to the class. The product and presentation | *Non-Fiction KWL Chart* <br><br>• The student completes a KWL Chart on a non-fiction text (See Attachment: 4.5 Graphic Organizer – KWL Chart). <br><br>*Non-Fiction Conventions Notebook* <br><br>• The student completes a Non Fiction Conventions Notebook to aid in understanding the text features commonly found in this genre (See Attachment: 4.5 Other Evidence – Non-Fiction Conventions Notebook). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* <br><br>*Reading Non-Fiction* <br><br>• The student compares and contrasts the fiction and non-fiction genres by using Venn Diagrams together as a class and then also with a partner using a variety of texts (See Attachment: 4.5 Graphic Organizer – Venn Diagram). The teacher models comparative language (i.e., non-fiction texts usually have more facts and real information than fiction texts; non-fiction texts can take longer to read than a fiction story because you should preview a non-fiction text first and look at some of the text features to give you a better idea about what you are going to read – don't just read it straight through). <br>• The teacher reads non-fiction texts aloud to the class, explicitly identifying and explaining non-fiction text features that are unique to the genre. <br>• The student compares and contrasts with the entire class, in a group or with a partner, a variety of non-fiction texts to find examples of non-fiction organization (description or list, sequence, compare and contrast, cause and effect) (See Attachment: 4.5 Graphic Organizer – Venn Diagram). |

| | | | should be edited and revised so that the student's written and oral English are grammatically correct. | | |
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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
|---|---|---|---|---|---|
| **Alignment to Learning Objectives** | **Content Focus** *(The student understands…)* | **Content Vocabulary** | **Performance Tasks** | **Other Evidence** | **Learning Activities** |
| **PRCS:** 4.L.1 4.L.1b 4.LA.2d 4.LA.4 4.LA.4b 4.LA.4d 4.LA.5b 4.R.4I 4.W.1 **EQ/EU:** EQ4/EU4 **T/A:** T4/A4 | • Strategies for building vocabulary and making meaning of a text using the following: ○ Context clues ○ Prior knowledge ○ External resources (dictionary, thesaurus, etc.). | • Context clues • Dictionary • Inferring; inference • Schema • Thesaurus | | *Vocabulary Practice* • The student completes Word Squares based on words found on the word wall, utilizing a dictionary to find the part of speech and definition (See Attachment: 4.5 Other Evidence – Word Square). *Making Inferences with Vocabulary* • The student uses a vocabulary-specific graphic organizer, seeking out context clues to help make a meaning and utilizing reference materials to check his/her definition (See Attachment: 4.5 Other Evidence– Making Inferences with Vocabulary Graphic Organizer). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Vocabulary-Building Strategies* • The teacher reads aloud non-fiction texts and models how to use context clues and apply prior knowledge about prefixes and suffixes (i.e., word parts) from one's schema in order to infer the meaning of unknown vocabulary words. • The teacher models how to use a dictionary and thesaurus both for checking spelling (pointing out alphabetical nature of these reference tools) and for finding definitions of unknown words. • The student completes word squares for vocabulary based on the text (See Attachment: 4.5 Other Evidence – Vocabulary Inference Chart). • The teacher reads aloud a text and models how to generate reading-response questions using verbs related to state of mind or degree of certainty in order to build vocabulary. For example, the teacher reads the sentence, "The **ferocious** animal attacks the **helpless** person" and explains that he/she *suspects* **ferocious** describes something that is violent, since the animal is attacking someone. However, he/she *knows* |

| | | | | | that **helpless** means weak because he/she uses that word often. The teacher creates sentence starters with these verbs to post in the room for student use and reference.<br>• The student practices this skill using a vocabulary-specific graphic organizer related to making inferences (See Attachment: 4.5 Other Evidence– Making Inferences with Vocabulary Graphic Organizer). |
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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
|---|---|---|---|---|---|
| **Alignment to Learning Objectives** | **Content Focus** *(The student understands…)* | **Content Vocabulary** | **Performance Tasks** | **Other Evidence** | **Learning Activities** |
| **PRCS:** 4.L.1e 4.LA.1a 4.LA.1b 4.LA.1j 4.LA.2 4.LA.2a 4.LA.2c 4.LA.2d 4.LA.3 4.S.2a 4.S.2c 4.S.5 4.S.6b 4.W.1 4.W.3 4.W.4 4.W.6  **EQ/EU:** EQ1/EU1 EQ2/EU2  **T/A:** T1/A1 | • Structures of non-fiction text organization (main idea and details, sequence of events, cause and effect) to incorporate into one's own non-fiction writing. • Text features of non-fiction text that enhance comprehension (i.e. labels, photographs, index, glossary, table of contents, diagram, table, map, types of print) to incorporate into one's own non-fiction writing. | • Chronological • Compare and contrast • Diagram • Fiction • Glossary • Index • Main idea and details • Non-fiction • Procedure; procedural • Sequence; sequential • Sequential transition words, such as: First, Second, Third, Next, Then, Last, Finally • Structure • Table • Table of contents • Types of print | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*  ***Non-Fiction Books***  The student follows the writing process and creates a non-fiction book using: • Non-fiction conventions and text features. • Non-fiction organizational structure, choosing to use one type of structure for the whole book (i.e., main idea and details) or different structures for different sections. • Revision through conferencing with partners to ask questions (5Ws) if the paragraph is unclear and lacks details. • Peer Editing using paragraph checklist. | *Non-Fiction Conventions Notebook*  • Once completed, the student uses his/her Non Fiction Conventions Notebook to select text features to use in his/her non-fiction book (See Attachment: 4.5 Other Evidence – Non-Fiction Conventions Notebook).  *Narrowing a Topic Graphic Organizer*  • Once a topic is selected, the student completes a graphic organizer to help narrow the topic even further to focus his/her idea for writing (See Attachment: 4.5 Other Evidence – Narrowing a Topic). | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*  *Writing Non-Fiction*  • The student interviews another student (using the five W question stems) about what he/she wants the world to know about who he/she is. Then, the student uses these answers to brainstorm ideas and create a list of topics for his/her non-fiction book. • The student uses his/her Non-Fiction Conventions Notebook (See Attachment: 4.5 Other Evidence – Non-fiction Conventions Notebook) to select text features to use in his/her non-fiction book • The student creates a word web of ideas for each photograph based on information from questions (See Attachment: 4.5 Graphic Organizer – Word Web). • The student refers to his/her Non-Fiction Presentation in order to decide which type of structure best fits the format for his/her non-fiction book. • The teacher provides explicit instruction related to these language and grammar conventions and the student incorporates them into his/her non-fiction book: ○ *Relative pronouns and adverbs:* The teacher explains that specific, |

detailed writing uses relative pronouns and adverbs. The teacher provides sentences to the class so that more information can be provided, using relative pronouns and adverbs (i.e., Teacher provides the sentence: "The book is on the table" and the student adds a relative pronoun or adverb to make the new sentence "The book **that** I just bought is on the table" or "The book is on the table **where** I do my homework". This gives the reader more information and should be incorporated into student writing.

- o *The progressive tense*: The teacher models the structure of the progressive tense, explaining that it can be used in the past, present, or future (i.e., I was/am/will be _____ing). The teacher selects a verb and the student practices using that verb in the past, present and future progressive tense, moving around the class. The student then incorporates this verb tense into his/her non-fiction writing.

- o *Abstract nouns*: The teacher gives examples of abstract nouns and explains that they are used to convey an idea, emotion or feeling and that they are not objects that can be touched. The teacher leads the class in brainstorming other abstract nouns, creating an anchor

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| | | | | chart for student use and reference. The student then uses abstract nouns in his/her non-fiction writing. <br>• The student uses the paragraph checklist (See Attachment: 4.5 Writing Tool – Paragraph Checklist) to revise and edit work using a dictionary and thesaurus, and to ensure that English conventions (i.e., capitalization, punctuation and spelling) are accurate in his/her writing. <br>• The student completes a backwards spell check by reading from the last word to the first in order to isolate each word, helping to locate spelling errors. <br>• The student uses shared writing to collaboratively create a non-fiction piece of writing. |

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| STAGE 3 – (Learning Plan) |
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| **Suggested Literature Connections** |

- *Magic School Bus Series*

- **Gail Gibbons (Note: Gail Gibbons has many additional titles that provide great examples of non-fiction text structures)**
  - *Coral Reef, Frogs and Dinosaurs*

- *Time Magazine for Kids online: www.timeforkids.com*

| **Additional Resources** |
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- Article on Non-Fiction Structure (see attachment: 4.5 Resource – Non-Fiction Structure Article)

- Explore non-fiction through Gail Gibbons Books (see attachment: 4.5 Resource – Explore Gail Gibbons)

## Performance Tasks

*Non-Fiction Books*

The student follows the writing process and creates a non-fiction book using:
- Non-fiction conventions and text features (table of contents, titles, captions, glossary, index, types of print, tables).
- Non-fiction organizational structure, choosing to use one type of structure for the whole book (i.e., main idea and details) or different structures for different sections.

*Examples*: compare and contrast self to a sibling; procedural text that explains how to do an activity like cooking or creating something; chronological order on a timeline of events from student's life.
- Revision through conferencing with partners to ask questions (5Ws) if the paragraph is unclear and lacks details.
- Peer editing using paragraph checklist (see attachment: 4.5 Writing Tool – Paragraph Checklist).

*Non-Fiction Presentation*

The student works with a partner to create a presentation (using a digital medium of some sort, i.e., PowerPoint presentation, brochure using Microsoft Word, Prezi, etc.) that compares four types of non-fiction organization (description or list, sequence, compare and contrast, cause and effect) and presents his/her findings to the class. The product and presentation should be edited and revised so that the student's written and oral English are grammatically correct.
- The student reads four examples of non-fiction text related to a single topic that use different text structures.
- The student uses Graphic Organizers to represent the information for each type of structure.
    i. Description (main idea) (See Attachment: 4.5 Performance Task – Main Idea)

2a. Sequence (step by step) (See Attachment: 4.5 Performance Task – Step by Step)

2b. Sequence (chronological order) (See Attachment: 4.5 Performance Task – Chronological Order)
    i. Compare and Contrast (See Attachment: 4.5 Graphic Organizer – Venn Diagram)
    ii. Cause and Effect (See Attachment: 4.5 Performance Task – Cause-and-Effect Flow Chart)
- The student compiles and enters the information collected on the graphic organizers into a digital format, proofreading his/her work to ensure grammatical accuracy.
- The student presents his/her presentation to the class.

## Suggested Sample Lessons

- Creating Background Knowledge and Predictions through Non-Fiction & Drawing (see attachment: 4.5 Sample Lesson – Creating Background Knowledge)
- Text Structure of Non-Fiction (see attachment: 4.5 Sample Lesson – Text Structure of Non-Fiction)