

- 4.3 The student will read nonfiction with fluency and accuracy.
- 4.5 The student will read and demonstrate comprehension of nonfiction.
- 4.6 The student will demonstrate comprehension of informational resources to research a topic.

**When printing, scale to letter-size paper**

Nonfiction should be taught yearlong through science and social studies reading and through language arts reading and research.

Use this information 1) throughout the year to teach the reading skills, knowledge and concepts that students need to know and be able to do and 2) during the Fourth 9-weeks to check that skills, knowledge, and concepts are secure.

**FOURTH NINE WEEKS**

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	NONFICTION: PAPER OR ELECTRONIC							
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read nonfiction print materials and trade books that reflect the Virginia Standards of Learning: English, history, science, and mathematics</li> <li>• understand that nonfiction materials, such as biographies and informational text, tells about real people, places, objects, and/or events.</li> <li>• use context to clarify the meaning of unfamiliar words.</li> <li>• use knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.</li> <li>• use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words).</li> <li>• use word-reference materials, including the glossary, dictionary, and thesaurus.</li> <li>• identify the word reference material(s) most likely to contain needed information.</li> <li>• apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.</li> <li>• read familiar text with fluency, accuracy, and expression</li> <li>• generate questions to guide reading of text through reading strategies, such as KWL and DRTA.</li> <li>• identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes.</li> <li>• understand how written text and accompanying illustrations connect to convey meaning.</li> <li>• explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade</li> <li>• apply understanding of text structure to guide reading by                             <ul style="list-style-type: none"> <li>◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional</li> <li>◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions</li> </ul> </li> <li>• use text set in special type styles (e.g., boldfaced, italics, and color, captions, graphics, and headings/titles to predict and categorize information.</li> <li>• combine information from various places in the text to draw a conclusion.</li> <li>• make simple inferences, using information from the text.</li> <li>• organize information and events logically.</li> <li>• organize information, using graphic organizers such as a Venn diagram or time line, by chronological sequence, or by cause-effect or comparison/contrast relationships</li> <li>• summarize major points found in nonfiction materials.</li> <li>• identify details that support the main idea of a nonfiction selection</li> <li>• identify cause-and-effect relationships.</li> <li>• distinguish between fact and opinion.</li> <li>• identify new information learned from reading.</li> </ul>	<p style="text-align: center;"><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency:</b> Teacher models reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</li> <li>• <b>Clarify:</b> distinguish between fictional, informational (nonfiction) and functional (brochures, flyers, directions) texts in order to predict</li> <li>• <b>Preview:</b> look at title, illustrations, charts, headings, bold print, italics, chapter titles, to predict content and pose questions</li> <li>• <b>Graphic Aids:</b> study maps, tables, charts, graphs, pictures, photographs, diagrams, cross-sections, figures, and graphic organizers like time lines and flow charts to understand the information they contribute to the selection</li> <li>• <b>Question</b> <ul style="list-style-type: none"> <li>➢ Before reading: predict a question that will be answered in a paragraph or section of the text; read to confirm and find answer</li> <li>➢ After reading: ask questions that you know are answered in the text; locate the answer.</li> </ul> </li> <li>• <b>Author’s craft:</b> determine how the author makes the text interesting: purpose for choosing to include particular detail, example, or quotation; for using a particular picture, chart, map, etc.</li> <li>• <b>Text Structure:</b> identify description, sequence, cause/effect, compare/contrast, categorical ways of organizing information.</li> <li>• <b>Text Signal Words:</b> Use signal words to understand how information is organized.                             <ul style="list-style-type: none"> <li><u>time sequence:</u> <i>first, second, next, later, after, finally</i></li> <li><u>cause-effect:</u> <i>because, if...then, when...then</i></li> <li><u>comparison-contrast:</u> <i>like, unlike, different, same</i></li> <li><u>one word is used in place of another:</u> pronoun for noun, general location word (e.g., <i>here</i> or <i>there</i> for a specific location, and synonym for earlier word (e.g., <i>animal</i> for <i>dog</i>)</li> </ul> </li> <li>• <b>Text Form:</b> narrative/story, informational, essay, article, graphic</li> <li>• <b>Organizational aids:</b> table of contents, index, glossary</li> </ul>	<p style="text-align: center;"><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• identifying main idea and supporting details</li> <li>• locating specific facts</li> <li>• making connections to:                             <ol style="list-style-type: none"> <li>1. personal experience and what reading</li> <li>2. previously read text and what reading</li> <li>3. previously acquired knowledge about the topic and what finding out</li> </ol> </li> <li>• gathering and synthesizing information in graphic organizer: sequence/time line, comparison/Venn diagram, bubble map, chart</li> <li>• noting detail/facts that support an idea</li> <li>• making inferences by putting together different pieces of information from the text</li> <li>• drawing conclusions using information in text</li> <li>• visualizing</li> <li>• summarizing</li> <li>• identifying new information</li> <li>• slowing reading rate to think about the information and identify important ideas</li> <li>• using table of contents and index to determine where to look for information</li> <li>• skimming and selecting parts of a text to find the answer to a question</li> <li>• drawing to represent text information</li> <li>• distinguish fact from opinion</li> </ul>						
	<p style="text-align: center;"><b>Nonfiction Concepts</b></p> <ul style="list-style-type: none"> <li>• Nonfiction provides factual information on a particular topic through text and visual images. The information is verifiable from other sources and is not created from the author’s imagination.</li> <li>• The purpose of informational texts is to communicate information or tell how to do something.</li> <li>• Nonfiction texts includes: informational texts, including textbooks; directions and instructions, including recipes.</li> <li>• Nonfiction texts include reference materials: dictionary, thesaurus, internet, online and traditional encyclopedias, atlas.</li> <li>• Informational texts contain ideas, facts, and principles related to the physical, biological, or social world.</li> <li>• Informational texts cut across many areas of study: e.g., geology, sports, space, technology, history, animals, cooking, etc.</li> <li>• Informational text forms: picture books, photo essays; chapter books, articles and essays, letters, diaries and journals, observational notes, factual references (almanacs, books of statistics, books of world records), brochures and manuals</li> <li>• Print features: font size and type, bold print, color print, italics, titles, headings, subheadings, labels, bullets/numbers, and captions</li> <li>• Use of print and graphics: Does the graphic show what the text describes? Does the graphic give in more detail something mentioned in the text? What graphic supports which portion of the text? What key concept is represented in the graphic? Does graphic add information/detail that is not stated in the text?</li> </ul>	<p style="text-align: center;"><b>Apply Knowledge of Words</b></p> <p><b>Understand Meaning</b></p> <ul style="list-style-type: none"> <li>• Use context to clarify the meaning of an unfamiliar word and a multiple meaning word</li> <li>• Look within the sentence, in the sentences that come before or after the sentence or in the reading selection to find clues                             <table border="0" style="margin-left: 20px;"> <tr> <td>1. restatement</td> <td>4. synonyms/renaming</td> </tr> <tr> <td>2. antonyms</td> <td>5. direct explanation</td> </tr> <tr> <td>3. examples</td> <td>6. direct definition</td> </tr> </table> </li> </ul> <p><b>Pronounce the Word</b></p> <ul style="list-style-type: none"> <li>• Form word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.                             <ul style="list-style-type: none"> <li>◦ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> </ul> </li> </ul>	1. restatement	4. synonyms/renaming	2. antonyms	5. direct explanation	3. examples	6. direct definition
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4.2 The student will make oral presentations and reports.

4.7 The student will write effective narratives and explanations.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

FOURTH NINE WEEKS

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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	NONFICTION												
<p>To be successful with this standard, students are expected to write</p> <p style="text-align: center;"><b>Short Research Reports and Persuasive Essays</b></p> <ul style="list-style-type: none"> <li>• develop a plan for writing: create a plan and organize thoughts to convey a central idea before writing.</li> <li>• identify the intended audience.</li> <li>• focus on one aspect of a topic: focus, organize, and elaborate to construct an effective message for the reader.</li> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• purposefully shape and control language of affect readers.</li> <li>• select specific information to guide readers more purposefully through the piece.</li> <li>• use specific vocabulary and vivid word choice.</li> <li>• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>• write several related paragraphs on a topic.</li> <li>• use available technology to gather information and to aid in writing.</li> </ul> <p style="text-align: center;"><b>Oral Reports</b></p> <ul style="list-style-type: none"> <li>• make oral presentations and reports by             <ul style="list-style-type: none"> <li>◦ use subject-related information and vocabulary.</li> <li>◦ organizing information around a central idea with supporting details and using specific vocabulary.</li> <li>◦ creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation.</li> <li>◦ speaking clearly, using appropriate voice level and speaking rate.</li> <li>◦ using specific vocabulary appropriate for the audience and the topic.</li> </ul> </li> <li>• stay on topic during presentations.</li> <li>• use grammatically correct language and specific vocabulary.</li> </ul>	<p style="text-align: center;"><b>Short Research Reports and Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>• <b>Prewriting/ Planning</b> <ul style="list-style-type: none"> <li>➤ <b>FINDING A TOPIC:</b> Brainstorming, Asking self questions, Discussion idea with a partner</li> <li>➤ <b>PLANNING WHAT TO WRITE:</b> Think about your intended audience, who you are writing for. Determine your purpose for writing. Research (inform) Persuasive Essay (persuade)</li> <li>➤ <b>OUTLINE</b></li> </ul> </li> <li>• <b>Drafting/Composing</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><b>Short Research Reports</b></th> <th style="width: 50%; text-align: center;"><b>Persuasive Essays</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <b>ORGANIZE:</b> Topic sentence and supporting details in each paragraph</li> <li>▪ <b>RESEARCH:</b> Use a variety of sources (magazine, book, person, internet)</li> <li>▪ <b>NOTE TAKING:</b> Record key information without copying</li> <li>▪ <b>SELECT INTRODUCTION TECHNIQUE:</b> Ask a question, describe a feeling or a vivid scene, show action, present a problem or mystery, use dialogue, throw the reader into the middle of an interesting situation</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ <b>ORGANIZE:</b> Identify three reasons to support the side begin argued. 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